

Subject: FW: Follow-Up Re American Oversight's Pending Requests - CF 153068

Date: Thursday, February 9, 2023 at 1:20:45 PM Eastern Standard Time

From: Smith, Tammy

To: AO Records

EXTERNAL SENDER

Ms. Stoneman:

Thank you again for contacting the Florida Department of Education ("Department") pertaining to your attached public records request. Please note that the Department's Microsoft Outlook program has been experiencing technical difficulties lately. Part of the reason for the delay in getting your request completed was that Outlook merged the .PST file that was responsive to your request with a separate .PST file that was not responsive to your request. This necessitated a manual removal of all emails that incorrectly merged into the .PST file that was generated for your request. The request is now complete and the responsive records will be provided to you by way of a sharefile in a separate email [and you should receive notification of that sharefile within the next hour.](#)

At this time your request is complete and we are closing the file.

Should you have any other questions, please feel free to contact me.

Thanks

Tammy L. Smith
Operations & Management Consultant I
Office of the General Counsel
Florida Department of Education
325 West Gaines Street, Suite 1544
Tallahassee, Florida 32399
850/245-9759

From: Bedford, Freeman & Worth HS Publishers <hsmarketing@bfwpub.com>
Sent: Friday, October 08, 2021 10:34 AM EDT
To: Seeds; Cathy
Subject: "BFW Course Survey" Sweepstakes

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From: Jernigan, Kathy <Kathy.Jernigan@hnhco.com>
Sent: Wednesday, February 16, 2022 10:20 AM EST
To: Seeds, Cathy; Hamilton, Lauren; Baumbach, Amber
Subject: 2021-2022 Math Instructional Materials Adoption List

Can you please update us as to when this list will be published? Any information that you can provide would be greatly appreciated. Thank you.

Sincerely,
Kathy

Kathy Jernigan
Senior Account Executive
South Region

Houghton Mifflin Harcourt
9400 Southpark Center Loop
Orlando, FL 32819
Mobile: 850.572.0792
hnhco.com/flmath

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From: Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>

Sent: Friday, December 17, 2021 1:24 PM EST

To: Amber Baumbach

CC: Seeds, Cathy; Hamilton, Lauren

BCC: acorrea@lectorum.com <acorrea@lectorum.com>; adoption@origomath.com <adoption@origomath.com>; adoptions@bfpwpub.com <adoptions@bfpwpub.com>; sheldon.savage@studiesweekly.com <sheldon.savage@studiesweekly.com>; adriane.peters@pearson.com <adriane.peters@pearson.com>; afrierson@starfall.com <afrierson@starfall.com>; alam@wnorton.com <alam@wnorton.com>; Alex.schultz@aeseducation.com <Alex.schultz@aeseducation.com>; alisha@readinghorizons.com <alisha@readinghorizons.com>; Allenperry@gmail.com <Allenperry@gmail.com>; alohakona@tampabay.rr.com <alohakona@tampabay.rr.com>; amanda@academicinnovations.com <amanda@academicinnovations.com>; amy.cohen@LEGO.com <amy.cohen@LEGO.com>; amy.mahoney@carolina.com <amy.mahoney@carolina.com>; amy.otis@cambiumlearning.com <amy.otis@cambiumlearning.com>; amy@splashpublications.com <amy@splashpublications.com>; Angela.Dehls@cevmultimedia.com <Angela.Dehls@cevmultimedia.com>; APenfold@wilsonlanguage.com <APenfold@wilsonlanguage.com>; ar@donjohnston.com <ar@donjohnston.com>; 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Subject: 2022-2023 K-12 Social Studies Instructional Materials Specifications

Attachment(s): "image001.png"

Good afternoon publishers,

We are excited to announce that the 2022-2023 K-12 Social Studies specifications have been posted to our website! They can be found here [Instructional Materials \(fldoe.org\)](https://fldoe.org/instructional-materials) with the supporting documentation sub bulleted beneath. Please reach out if you have any questions regarding next year's adoption. We look forward to working with each of you.

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
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850-245-9115

[DOE email signature](#)

From: Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>

Sent: Friday, December 17, 2021 1:26 PM EST

To: Amber Baumbach

CC: Seeds, Cathy; Hamilton, Lauren

BCC: heidi.griffith@edgenuity.com <heidi.griffith@edgenuity.com>; janis.williams@edgenuity.com <janis.williams@edgenuity.com>; kathy.jernigan@hnhco.com <kathy.jernigan@hnhco.com>; juliet.ashley@hnhco.com <juliet.ashley@hnhco.com>; roe.wilkinson@edgenuity.com <roe.wilkinson@edgenuity.com>; lynette.mcvay@edgenuity.com <lynette.mcvay@edgenuity.com>; nicola@tpspublishing.com <nicola@tpspublishing.com>; gmelendez@santillanausa.com <gmelendez@santillanausa.com>; njones@vistahigherlearning.com <njones@vistahigherlearning.com>; mjones@vistahigherlearning.com <mjones@vistahigherlearning.com>; ilormand@vistahigherlearning.com <ilormand@vistahigherlearning.com>; hollyw@hkusa.com <hollyw@hkusa.com>; johnk@hkusa.com <johnk@hkusa.com>; mark.johnson@cevmultimedia.com <mark.johnson@cevmultimedia.com>; harvey@ttaweb.com <harvey@ttaweb.com>; scott@ttaweb.com <scott@ttaweb.com>; uecheig@yahoo.com <uecheig@yahoo.com>; erodriguez@santillanausa.com <erodriguez@santillanausa.com>; chris.yust@compusolar.com <chris.yust@compusolar.com>; 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Subject: 2022-2023 K-12 Social Studies Instructional Materials Specifications

Attachment(s): "image001.png"

Good afternoon publishers,

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Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
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[DOE email signature](#)

From: STEMscopes <stemscopes@mg.agsend2.com>
Sent: Thursday, April 21, 2022 6:17 PM EDT
To: Commissioner
Subject: [New Guide] Breaking Down Silos in STEM Education

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STEMscopes

Breaking Down Silos in STEM Education

Hi Richard,

Most real-world problems require interdisciplinary approaches, which is why we need to move away from thinking of subject areas as “only science” or “just math”. And instead, see them for what they really are – part of an integrated whole.

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To: Amber Baumbach

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jjernigan@scholastic.com <jjernigan@scholastic.com>; wbroomer@scholastic.com <wbroomer@scholastic.com>; dsmith@scholastic.com <dsmith@scholastic.com>; jboykins@scholastic.com <jboykins@scholastic.com>; luis.melendez@vschoolz.com <luis.melendez@vschoolz.com>; sean.kroll@vschoolz.com <sean.kroll@vschoolz.com>; laboswell@gmail.com <laboswell@gmail.com>; mtotzke@larsontexts.com <mtotzke@larsontexts.com>; pissel@scholastic.com <pissel@scholastic.com>; tconnelly@scholastic.com <tconnelly@scholastic.com>

Attachment(s): "image001.png"

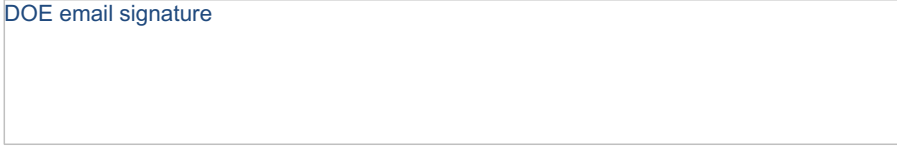
Good afternoon publishers,

We are excited to announce that the 2022-2023 K-12 Social Studies specifications have been posted to our website! They can be found here [Instructional Materials \(fldoe.org\)](https://fldoe.org/instructional-materials) with the supporting documentation sub bulleted beneath. Please reach out if you have any questions regarding next year's adoption. We look forward to working with each of you.

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

[DOE email signature](#)



From: Bedford, Freeman & Worth HS Publishers <hsmarketing@bfwpub.com>
Sent: Monday, October 25, 2021 4:35 PM EDT
To: Seeds; Cathy
Subject: A few days left to enter the "BFW Course Survey" Sweepstakes

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Sent: Wednesday, April 27, 2022 10:45 AM EDT
To: Amanda McGee - Accelerate Learning; Hamilton, Lauren
CC: Diana Bauer; Seeds, Cathy; Richmond, James; Rivers1, Angelia
Subject: Accelerate Learning - initial appeal call
Attachment(s): "image001.png", "image002.png"

Hi Amanda,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
DOE email signature

From: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>
Sent: Wednesday, April 27, 2022 10:33 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Diana Bauer <dbauer@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

Please see our appeal. I will also be mailing this as stated in the Policies and Procedures document.

-- Amanda

On Tue, Apr 26, 2022 at 12:43 PM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Hi Amanda,

My apologies, we have been swamped indeed! When you have a moment, can you give me a call?

My desk is 850-245-0882.

Thanks!

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>
Sent: Tuesday, April 26, 2022 1:28 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Diana Bauer <dbauer@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

Following up on this Lauren. I know you all are swamped, but I also know these are time-sensitive things. Let me know if we need to do another call.

-- Amanda

On Fri, Apr 22, 2022 at 1:55 PM Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com> wrote:

Thank you so much for sending this so quickly! I have a few follow-up questions.

1 - Is there a way for us to get examples of what it looks like one reviewer found? We worked really hard (as I think is evidenced by being the only K-5 approved product) to follow the guidance we were given from the DOE every step of the way so it surprises me that someone found that we specifically mentioned culturally relevant teaching. Specific examples or even just pointing us to where they found it (scope/lesson) would be helpful. If we need to file an appeal to get all of that information then we will certainly understand and will do that.

2 - In regards to the proprietary materials, can you give me any more information on what is being requested? Of course, our content is our intellectual property, and we would not be ok with the whole program being given to someone.

Thanks for all the work and most likely extra hours you all have been putting in the last week!

-- Amanda

On Thu, Apr 21, 2022 at 10:39 AM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Good morning,

Thank you for speaking with me this morning. As mentioned, attached is our initial findings from the review process of both standards alignment(full evaluations for materials attached) and any special topics findings. Only materials and standards that were rated at a 3-Fair or below, are of interest for the purpose of non-adoption. All findings are attached to this email and we welcome further conversation regarding these findings and ensuring all your materials are appropriate for Florida classrooms.

Also, please advise if you believe you have proprietary materials of a nature that would prevent the department from disclosing them as public records. If so, please identify the grounds for that claim.

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Hamilton, Lauren

Sent: Wednesday, April 20, 2022 4:27 PM

To: Diana Bauer <dbauer@acceleratelearning.com>

Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>

Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Hi Diana,

I hope all is well. Please give me a phone call tomorrow to discuss appeals. My Desk line is 850-245-0882.

Thanks!
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Diana Bauer <dbauer@acceleratelearning.com>
Sent: Monday, April 18, 2022 10:01 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

Ms. Hamilton,

Thank you for the information. Are you able to provide more information on why Accelerate Learning Inc's 4th Grade Accelerated course was not recommended? We have read the information regarding appeals, but we were interested in feedback regarding our fourth grade accelerated course.

Thank you for your time.

Take care,
Diana

On Fri, Apr 15, 2022 at 1:23 PM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Good afternoon publishers,

The 2021-2022 Mathematics Instructional materials State Adopted list is now available on our webpage here: [2021-2022 K-12 Mathematics Adoption list \(fldoe.org\)](#)

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
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850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

--

Amanda **MC GEE**
Senior Vice President, Curriculum Development and Production
Accelerate Learning

amcgee@acceleratelearning.com
O: 281.833.4537

5177 Richmond Ave
Suite 1025
Houston, TX 77056

acceleratelearning.com

--

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O: 281.833.4537

5177 Richmond Ave
Suite 1025
Houston, TX 77056

acceleratelearning.com

From: Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>
Sent: Wednesday, April 27, 2022 10:48 AM EDT
To: Amanda McGee - Accelerate Learning; Hamilton, Lauren
CC: Diana Bauer; Seeds, Cathy; Richmond, James; Rivers1, Angelia
Subject: Accelerate Learning - initial appeal call
Attachment(s): "image001.png", "image002.png"

Hi Amanda,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Thursday, April 28th, at 10:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time Accelerate has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Thursday.

Accelerate Learning - Appeal

Thu, Apr 28, 2022 10:00 AM - 10:30 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.

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You can also dial in using your phone.

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United States: [+1 \(571\) 317-3116](tel:+15713173116)

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Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 565 152 685

Or dial directly: [565152685@67.217.95.2](tel:565152685@67.217.95.2) or [67.217.95.2###565152685](tel:67.217.95.2###565152685)

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

DOE email signature

From: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>
Sent: Wednesday, April 27, 2022 10:33 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Diana Bauer <dbauer@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

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Hi Amanda,

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My desk is 850-245-0882.

Thanks!

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support

Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>
Sent: Tuesday, April 26, 2022 1:28 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Diana Bauer <dbauer@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

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Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Hamilton, Lauren
Sent: Wednesday, April 20, 2022 4:27 PM

To: Diana Bauer <dbauer@acceleratelearning.com>
Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

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Lauren Hamilton
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Bureau of Standards and Instructional Support
Florida Department of Education
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Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

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Sent: Monday, April 18, 2022 10:01 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>
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Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
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FDOE_Public Schools Signature (005)

Amanda **MCGEE**
Senior Vice President, Curriculum Development and Production
Accelerate Learning

amcgee@acceleratelearning.com
O: 281.833.4537

5177 Richmond Ave
Suite 1025
Houston, TX 77056

acceleratelearning.com

--

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5177 Richmond Ave
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Houston, TX 77056

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--

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Senior Vice President, Curriculum Development and Production
Accelerate Learning

amcgee@acceleratelearning.com
O: 281.833.4537

5177 Richmond Ave
Suite 1025
Houston, TX 77056

acceleratelearning.com

From: Bedford, Freeman & Worth Publishing <hsmarketing@bfpwpub.com>

Sent: Wednesday, March 02, 2022 10:33 AM EST

To: Seeds; Cathy

Subject: AP® textbooks that won't break the bank

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You may still receive transactional messages from Bedford, Freeman and Worth High School.

From: Jones, Beverly <Bev.Jones@cengage.com>

Sent: Tuesday, May 17, 2022 7:39 AM EDT

To: Seeds; Cathy

Subject: Automatic reply: Question

Thank you for your email.

I will be out of the office beginning Monday May 16th to report for Jury Duty and I will be intermittenly out of the office for a total of two weeks due to Jury Duty.

I will connect with you as I am available.

Thank you.

Sent: Friday, April 22, 2022 11:49 AM EDT

To: Nicole Sheppard; Cindy Rabinowitz; Claire Thompson; Jennifer Cawsey; Stoll, Tonya

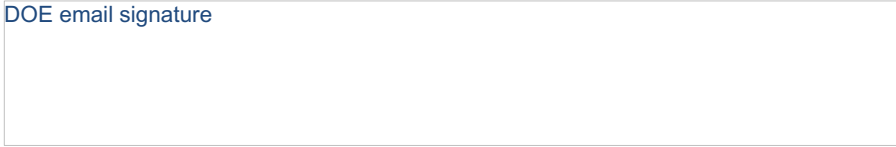
CC: Richmond, James; Seeds, Cathy; Hamilton, Lauren; Rivers1, Angelia

Subject: BFW - initial appeal call

Attachment(s): "image001.png"

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

[DOE email signature](#)



From: Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>
Sent: Friday, April 22, 2022 12:04 PM EDT
To: Nicole Sheppard; Cindy Rabinowitz; Claire Thompson; Jennifer Cawsey; Stoll, Tonya
CC: Richmond, James; Seeds, Cathy; Hamilton, Lauren; Rivers1, Angelia
Subject: BFW - initial appeal call
Attachment(s): "image001.png"

Hello,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Monday, April 25th, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time BFW has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Monday.

Bedford, Freeman and Worth - appeal
Mon, Apr 25, 2022 11:00 AM - 11:30 AM (EDT)

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United States: [+1 \(646\) 749-3129](tel:+16467493129)

Access Code: 466-498-565

Join from a video-conferencing room or system.

Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 466 498 565

Or dial directly: [466498565@67.217.95.2](tel:466498565@67.217.95.2) or [67.217.95.2###466498565](tel:67.217.95.2###466498565)

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Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

[DOE email signature](#)

From: Bedford, Freeman & Worth HS Publishers <hsmarketing@bfwpub.com>

Sent: Wednesday, December 15, 2021 8:14 AM EST

To: Seeds; Cathy

Subject: BFW e-book maintenance Monday 7-9am 12/20

BFW High School

On Monday, December 20th from 7am to 9am Eastern, customers who are accessing the BFW e-book, either by itself or from within one of our digital products like SaplingPlus or LaunchPad, may experience connectivity issues. Users may be unable to log in, and users with active sessions may be logged out. Please alert your students if you have classes on 12/20/21. We are so sorry for the inconvenience. Thank you.

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866-843-3715

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[Forward to a Friend](#) | [View as a Web Page](#) | [Unsubscribe](#)

You may still receive transactional messages from Bedford, Freeman and Worth High School.

From: Adoptions BFW <adoptions@bfwpub.com>
Sent: Thursday, April 21, 2022 3:08 PM EDT
To: Hamilton, Lauren; Seeds, Cathy; Baumbach, Amber; Rivers1, Angelia
Subject: BFW SPA 4e Appeal

By UPS and Email
Florida Department of Education
Room 1514 Turlington Building
325 West Gaines Street
Tallahassee, FL 32399

April 21, 2022

To Whom it May Concern:

This letter constitutes a petition filed under Rule 28-106.2015, F.A.C., concerning the omission of our textbook, Statistics and Probability with Applications 4e, by Daren Starnes, Josh Tabor, and Luke Wilcox, from the State of Florida's 2021-2022 K-12 Mathematics Instructional Materials State Adopted list,
<https://www.fldoe.org/core/fileparse.php/5574/urlt/2122MathAdoptedMaterials.pdf>.

Notice of the list was sent to us at the email address adoptions@bfwpub.com by email on April 15, 2022 from Lauren Hamilton, Instructional Materials Specialist at the Florida Department of Education.

Because our textbook is not included on the Instructional Materials State Adopted list, all agencies and districts within the State of Florida would be affected by this decision.

We were recently asked about Additional Question 10.1, which is not part of the textbook and included only in a supplemental bank of questions on our online learning platform. We do not know if this is the FLDOE's sole concern. News reports have published this document (<https://www.fldoe.org/core/fileparse.php/5574/urlt/2122MathInstructMatNotRecList.pdf>), which appears to state that our textbook was rejected because it is said to include one or more of the following "Special Topics:" Critical Race Theory, Culturally Responsive Teaching, Social Justice or Social Emotional Learning. These terms are for the most part not defined, but they are listed as "Special Topics" in this rubric. <https://www.fldoe.org/core/fileparse.php/5574/urlt/CoreQuestionsRubric.pdf>

We dispute that our textbook includes any discussion of such Special Topics and therefore believe that the rejection of the textbook was based on a mistake. We understand that the next step in the process may be a phone call with FLDOE to discuss FLDOE's concerns and we look forward to that. We request that the FLDOE provide us with an opportunity to discuss the rejection with them and an evidentiary proceeding in which we can demonstrate the relevant facts and address any of the FLDOE's concerns.

It is our position that because our textbook was given a subject-specific standards score of 4.6, and does not in fact include any of the Special Topics, it should have been included in the recommended list for state adoption presented to the Commissioner of Education and in the Instructional Materials Adopted List. There should be no issue concerning an Additional question which is not part of the textbook itself and included only in a supplemental bank of questions on our online learning platform. We believe that this rejection is inconsistent with and a violation of applicable law and regulations, including without limitation, the Policies and Procedures Specifications for the Florida Instructional Materials Adoption (<https://www.fldoe.org/core/fileparse.php/5574/urlt/PoliciesandProceduresSpecifications.pdf>). The Policies and Procedures Specifications for the Florida Instructional Materials Adoption specifically state, "The reviewer-recommended bids that retain a ratings average of Good or above, or 90% or above of a Good to Very Good for their subject-specific standards and benchmarks, will remain on the recommended list for state adoption that is presented to the Commissioner of Education for final review." We hereby request that the FLDOE reverse its decision and include our textbook in the list of Adopted Instructional Materials.

The FLDOE's decision will have a material adverse effect on Petitioner's substantial business interests. Indeed, we know that several Florida districts viewed our textbook as being their top choice for their Honors Statistics courses. We were already asked by the Florida School Book Depository to deposit close to 10,000 print copies of the textbook with the Florida depository, and we have done so in anticipation of orders from these districts.

This petition is submitted by BFW Publishers. Please address your responses to BFW Publishers, Attention: Tonya Stoll, 100 American Metro Blvd, Suite 109, Hamilton, NJ 08619 or adoptions@bfwpub.com. Tonya can be reached at 417-343-1398.

We reserve the right to amend this petition.

We look forward to your response.

Respectfully,

Tonya Stoll

From: Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>

Sent: Friday, April 22, 2022 1:17 PM EDT

To: Emily Winston; Hamilton, Lauren; Seeds, Cathy; Rivers1, Angelia

CC: Jim.Richmond@fldoe.org <Jim.Richmond@fldoe.org>; Bob Onsi

Subject: Big Ideas - initial appeal call

Attachment(s):

"image008.png", "image009.png", "image010.png", "image011.png", "image012.png", "image013.png", "image014.png", "image015.png"

Hi Emily,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Monday, April 25th, at 10:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time Big Ideas has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Monday.

Big Ideas - appeal

Mon, Apr 25, 2022 10:00 AM - 10:30 AM (EDT)

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Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

DOE email signature

From: Emily Winston <emily.winston@larsontexts.com>

Sent: Friday, April 22, 2022 12:32 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: Big Ideas Learning - FL 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,

On behalf of Big Ideas Learning, LLC, we first would like to thank the staff of the FL DOE for creating this multi-step adoption process and allowing us to work with your team. We sincerely appreciate your diligence, time, and dedication to this matter, and we look forward to partnering with you.

Big Ideas Learning, LLC would like to appeal the decision of the FL DOE to not list our Florida's B.E.S.T Standards for Math K-5 (Bid IDs 298-303) and Algebra 2 with CalcChat® and CalcView® (Bid ID 311) titles on the state's approved Instructional Materials Adoption List.

At this time, we do not want to pursue a DOAH hearing and would like to work directly with DOE staff to remediate our issue. We are requesting a meeting as soon as possible regarding the materials mentioned above. If it would be helpful to DOE staff, we are happy to meet after non-traditional work hours during the week or over the weekend.

Please let us know what date and time would work best for DOE staff and we will be glad to set up the meeting.

Best regards,

Emily Winston

Senior State Adoptions Specialist

☐ (877) 552-7766

☐ emily.winston@bigideaslearning.com

☐ www.bigideaslearning.com



From: Emily Winston <emily.winston@larsontexts.com>

Sent: Friday, April 22, 2022 12:32 PM EDT

To: Hamilton, Lauren; Seeds, Cathy; Baumbach, Amber

CC: Jim.Richmond@fldoe.org <Jim.Richmond@fldoe.org>; Bob Onsi

Subject: Big Ideas Learning - FL 21-22 Instructional Materials Mathematics State Adopted List

Attachment(s):

"image001.png", "image002.png", "image003.png", "image004.png", "image005.png", "image006.png", "image007.png"

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Best regards,

Emily Winston

Senior State Adoptions Specialist

☐ (877) 552-7766

☐ emily.winston@bigideaslearning.com

☐ www.bigideaslearning.com



From: Maria Jones <maria.jones@businesshbleads.com>

Sent: Friday, November 19, 2021 2:19 PM EST

To: zspace@zspace.org <zspace@zspace.org>; jwinter@zspace.org <jwinter@zspace.org>; pxf@zspace.org <pxf@zspace.org>; etran@yourpillshop.com <etran@yourpillshop.com>; eroseboro@yorktech.edu <eroseboro@yorktech.edu>; jgnyxpk@ymk.net <jgnyxpk@ymk.net>; raycannon1@yahoo.com <raycannon1@yahoo.com>; h2oskibunnie@yahoo.com <h2oskibunnie@yahoo.com>; jdmc03055@yahoo.com <jdmc03055@yahoo.com>; jeanneteaquino2@yahoo.com <jeanneteaquino2@yahoo.com>; jeannete_aquino@yahoo.com <jeannete_aquino@yahoo.com>; jeanneteaquino@yahoo.com <jeanneteaquino@yahoo.com>; wpointman@yahoo.com <wpointman@yahoo.com>; pacello@yahoo.com <pacello@yahoo.com>; valerieolcese@yahoo.com <valerieolcese@yahoo.com>; kmelleree@yahoo.com <kmelleree@yahoo.com>; weed1095@yahoo.com <weed1095@yahoo.com>; nada.scientific@yahoo.com <nada.scientific@yahoo.com>; lucinda.fennelly@yahoo.com <lucinda.fennelly@yahoo.com>; times2g6@yahoo.com <times2g6@yahoo.com>; vbasmajian2@yahoo.com <vbasmajian2@yahoo.com>; okc6268880@yahoo.com <okc6268880@yahoo.com>; 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kgeorge@careersafeonline.com <kgeorge@careersafeonline.com>; communications@canyonsdistrict.org <communications@canyonsdistrict.org>; customer.service@caminstructor.com <customer.service@caminstructor.com>; majid.samadi@cambiumtech.com <majid.samadi@cambiumtech.com>; info@calinterpreters.org <info@calinterpreters.org>; publicrelationsvp@californiadeca.org <publicrelationsvp@californiadeca.org>; gdiaz@caf.com <gdiaz@caf.com>; director@cabinetmakers.org <director@cabinetmakers.org>; americas@bvinfo.com <americas@bvinfo.com>; towens@buildingtrades.org <towens@buildingtrades.org>; tolisa@bsewinn.com <tolisa@bsewinn.com>; jnunes@br-petrobras.com.br <jnunes@br-petrobras.com.br>; gsea-los@broadinstitute.org <gsea-los@broadinstitute.org>; jeffery.amherst@britishcouncil.org <jeffery.amherst@britishcouncil.org>; support@brightmove.com <support@brightmove.com>; mbrandt@brightmove.com <mbrandt@brightmove.com>; cconroy@boilermakers.org <cconroy@boilermakers.org>; graham@bms-uk.com <graham@bms-uk.com>; bmitchell@bloomfield.org <bmitchell@bloomfield.org>; rendifeng@bjfu.edu.cn <rendifeng@bjfu.edu.cn>; egisto_boschetti@bio-rad.com <egisto_boschetti@bio-rad.com>; brc_support@bio-rad.com <brc_support@bio-rad.com>; ask_customer_care@bio-rad.com <ask_customer_care@bio-rad.com>; credit@bio-rad.com <credit@bio-rad.com>; lsg.quotes.us@bio-rad.com <lsg.quotes.us@bio-rad.com>; feedbackprivacytermsapleton@bio-rad.com <feedbackprivacytermsapleton@bio-rad.com>; andrew-stapleton@bio-rad.com <andrew-stapleton@bio-rad.com>; auribe@bibliotecologia.udea.edu.co <auribe@bibliotecologia.udea.edu.co>; kwalter@bgsm.edu <kwalter@bgsm.edu>; acme@bettermarriages.org <acme@bettermarriages.org>; conference@berkshirecoalition.org <conference@berkshirecoalition.org>; whitehouse02@bellsouth.net <whitehouse02@bellsouth.net>; student@bellincollege.edu <student@bellincollege.edu>; reservations@beachhotelbern.com <reservations@beachhotelbern.com>; mmonroe@bctd.org <mmonroe@bctd.org>; bcsp@bcsp.org <bcsp@bcsp.org>; kathleen@bcsp.org <kathleen@bcsp.org>; lisa.spencer@bcsp.org <lisa.spencer@bcsp.org>; hmurphy@bcsp.com <hmurphy@bcsp.com>; rmcmillion@bcps.org <rmcmillion@bcps.org>; craigc@barringtonschools.org <craigc@barringtonschools.org>; stateadvisor@azhosa.org <stateadvisor@azhosa.org>; dcarlson@azbuilders.org <dcarlson@azbuilders.org>; kim@awfs.org <kim@awfs.org>; awfssales@awfs.org <awfssales@awfs.org>; amy@awfs.org <amy@awfs.org>; jennifer@awfs.org <jennifer@awfs.org>; angelo@awfs.org <angelo@awfs.org>; ahernandez@awfs.org <ahernandez@awfs.org>; nneely@awfs.org <nneely@awfs.org>; bruce@awfs.org <bruce@awfs.org>; contact@autoauto.ai <contact@autoauto.ai>; cnevers@autoalliance.org <cnevers@autoalliance.org>; faheem.shah@au.abb.com <faheem.shah@au.abb.com>; kappas@atb1.com <kappas@atb1.com>; david.holloway@atplearning.com <david.holloway@atplearning.com>; service@atplearning.com <service@atplearning.com>; tlangdon@atctraining.com.au <tlangdon@atctraining.com.au>; mbrmeeker@atctraining.com <mbrmeeker@atctraining.com>; info@atctraining.com <info@atctraining.com>; bsherrill@atctrain.com <bsherrill@atctrain.com>; clollar@atctrain.com <clollar@atctrain.com>; apaul@atctrain.com <apaul@atctrain.com>; bsherrill@atcleasing.com <bsherrill@atcleasing.com>; info@aseeducationfoundation.org <info@aseeducationfoundation.org>; dominic.madril@asd20.org <dominic.madril@asd20.org>; jo.powell@asd20.org <jo.powell@asd20.org>; support@armedicalboard.org <support@armedicalboard.org>; notifications@arcgis.com <notifications@arcgis.com>; info@aquillaed.com <info@aquillaed.com>; reportphishing@apwg.org <reportphishing@apwg.org>; jeff@appliedacademiclabs.com <jeff@appliedacademiclabs.com>; apicens@apicens.org <apicens@apicens.org>; office@aopa.org.cn <office@aopa.org.cn>; memberservices@aopa.org <memberservices@aopa.org>; james.minow@aopa.org <james.minow@aopa.org>; julie.walker@aopa.org <julie.walker@aopa.org>; flyingclubnetwork@aopa.org <flyingclubnetwork@aopa.org>; richard.mcspadden@aopa.org <richard.mcspadden@aopa.org>; mike.collins@aopa.org <mike.collins@aopa.org>; joanna.valenzuela@aol.com <joanna.valenzuela@aol.com>; atconcepts@aol.com <atconcepts@aol.com>; jumpup@aol.com <jumpup@aol.com>; cuejob@aol.com <cuejob@aol.com>; ronnipet@aol.com <ronnipet@aol.com>; dumbach@aol.com <dumbach@aol.com>; kms91790@aol.com <kms91790@aol.com>; kprestw@aol.com <kprestw@aol.com>; allisonwright07@aol.com <allisonwright07@aol.com>; vbasmajian@aol.com <vbasmajian@aol.com>; romaovideo@aol.com <romaovideo@aol.com>; skat456@aol.com <skat456@aol.com>; brooke.bogue@aoc.nccourts.org <brooke.bogue@aoc.nccourts.org>; mercy@anicinc.com <mercy@anicinc.com>; ap@andreapearsonbooks.com <ap@andreapearsonbooks.com>; jackchoi@anatomage.com <jackchoi@anatomage.com>; iolanda.decorato@anatomage.com <iolanda.decorato@anatomage.com>; michele.perry@anatomage.com <michele.perry@anatomage.com>; elizabeth@anatomage.com <elizabeth@anatomage.com>; mhighland@americanmedtech.org <mhighland@americanmedtech.org>; kcilia@americanmedtech.org <kcilia@americanmedtech.org>; scott_openshaw@americanchemistry.org <scott_openshaw@americanchemistry.org>;

marketing@amcaexams.com <marketing@amcaexams.com>; daker@amatrol.com <daker@amatrol.com>; vicky_drake@amatrol.com <vicky_drake@amatrol.com>; you@alumni.bellincollege.edu <you@alumni.bellincollege.edu>; droling@almoninc.com <droling@almoninc.com>; ddefoor@alabamaffa.org <ddefoor@alabamaffa.org>; cblanton@alabamaffa.org <cblanton@alabamaffa.org>; info@aici.org <info@aici.org>; membership@ahla.com <membership@ahla.com>; partners@ahla.com <partners@ahla.com>; support@ahla.com <support@ahla.com>; ejohnson@ahla.com <ejohnson@ahla.com>; rohara@ahla.com <rohara@ahla.com>; ilca@aficio.org <ilca@aficio.org>; hello@afinia.com <hello@afinia.com>; zacks@afinia.com <zacks@afinia.com>; dfisher@aednet.org <dfisher@aednet.org>; jcruthers@aednet.org <jcruthers@aednet.org>; support@actionnetwork.org <support@actionnetwork.org>; partnerplanact@actforchildren.org <partnerplanact@actforchildren.org>; act-notice@act.org <act-notice@act.org>; act-billing@act.org <act-billing@act.org>; act-reg@act.org <act-reg@act.org>; act-webaccount@act.org <act-webaccount@act.org>; kaliko.oligo@act.org <kaliko.oligo@act.org>; workkeys@act.org <workkeys@act.org>; alger@act.org <alger@act.org>; masur_susannah@acfcchefs.org <masur_susannah@acfcchefs.org>; elections@acfcchefs.net <elections@acfcchefs.net>; info@acbsp.org <info@acbsp.org>; jadey@abycinc.org <jadey@abycinc.org>; mike.new@abycinc.org <mike.new@abycinc.org>; dvalentine@abycinc.org <dvalentine@abycinc.org>; webinars@aafcs.org <webinars@aafcs.org>; membership@aafcs.org <membership@aafcs.org>; pr@aafcs.org <pr@aafcs.org>; smott@aafcs.org <smott@aafcs.org>; dkiefer@aafcs.org <dkiefer@aafcs.org>; roxannerragona@aafcs.org <roxannerragona@aafcs.org>; griswoldk@a2gov.org <griswoldk@a2gov.org>; s.pivetta@911simulator.com <s.pivetta@911simulator.com>; info@3rockstech.com <info@3rockstech.com>; jobs@3dfabligh.com <jobs@3dfabligh.com>; johnlsmith@163.com <johnlsmith@163.com>

Subject: CareerTech Vision Attendees Contact Info

Greetings,

Would you be interested in purchasing the **Association for Career and Technical Education Conference 2021** attendees contact info?

Attendees:- Career and Technical educators, Administrators/ Supervisor, Researchers, Guidance counsellors, Business/Industry Rep, State or Local Education Agency and much more...

If you're interested on this, i am happy to share with you counts and cost of the list!

I look forward to your response.

Best Regards,

Cynthia Hougardy
Marketing Executive.

To remove, kindly respond with "Cancel".

From: Bedford, Freeman & Worth HS Publishers <hsmarketing@bfpwpub.com>

Sent: Friday, November 05, 2021 11:04 AM EDT

To: Seeds; Cathy

Subject: Cathy, could you be the next BFW Teacher Advocate?

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Best,

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You may still receive transactional messages from Bedford, Freeman and Worth High School.

From: Evans, Carey A <carey.evans@cengage.com>
Sent: Thursday, May 05, 2022 10:49 AM EDT
To: Hamilton, Lauren; Rivers1, Angelia; Seeds, Cathy; Baumbach, Amber
CC: Evans, Carey A; Lange, Marty; Mackin, David; Walts, Jeremy C
Subject: Cengage Learning Inc. Meeting Request- Appeal Template and access link
Attachment(s): "image001.png", "FL_prgape08_pgA31.pdf", "FL_prgape08_pg228.pdf", "Updated 5 5 22 Publisher Appeal.Cengage.bid448_Precalculus with Limits AGA 8e c2020 SE corrections in 9781337904285.xlsx"

Good morning Lauren and others!

To ensure you see the full digital experience, the student edition and teacher edition have been updated. On the template, the link takes you to the State Review site we submitted last July. Here you can click into the text *Precalculus with Limits: A Graphing Approach* to see the corrections. I listed the pathway below to save you some time searching. Because this is the State Review site, you will also see the other Precalculus text, which is on the Adopted List.

Attached is the Appeal Template as well as PDFs of the two pages I sent previously as we were waiting on digital platform update.

Open the link. [direct link](#)

Go to the first two titles "Precalculus with Limits: A Graphing Approach". The first is the Teacher's Edition, the second is the Student Edition.

Go to page 228 and page A31. The search for these pages are in bottom right corner.

On page 228, the problem is 'Example 5- Population Growth'. On page A31, the problem is '11. Sales'.

If you are asked for a UN/PW, use the following. username: adoption.review@florida.com password: Learning

Thanks for your time on this and let us know if there are questions or issues accessing the text!

Carey

Carey Evans

Sr. Regional Sales Manager – Southeast/Southwest

National Geographic Learning | Cengage

Cell# 864-415-0110

carey.evans@cengage.com

From: Evans, Carey A <carey.evans@cengage.com>

Sent: Tuesday, May 3, 2022 3:31 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Jones, Beverly <Bev.Jones@cengage.com>; Evans, Carey A <carey.evans@cengage.com>

Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: RE: Cengage Learning Inc. Meeting Request

Good afternoon Lauren!

I want to update your team. Our tech engineers are currently collaborating with VitalSource so the student experience will show the new questions. We do not own the VitalSource platform, but the corrected files have been delivered to them for the update as the corrections will need to flow through and be activated by VitalSource. This is of the highest priority and the hope is to have the link tomorrow.

The corrections will be those seen in the google doc and PDFs I had sent previously.

Thanks!

Carey

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Thursday, April 28, 2022 10:48 AM

To: Jones, Beverly <Bev.Jones@cengage.com>; Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>

Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: [EXTERNAL] RE: Cengage Learning Inc. Meeting Request

Hi Beverly,

Thank you for sending this in! I do have access to the google drive, but I will also need links to the changes on your online platform as well. Can you please resend with those links as well?

Thank you!

Lauren

Lauren Hamilton

Instructional Materials Specialist

Bureau of Standards and Instructional Support

Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Jones, Beverly <Bev.Jones@cengage.com>
Sent: Thursday, April 28, 2022 10:12 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: Cengage Learning Inc. Meeting Request

Ms. Hamilton

Please see the attached updated Publisher Appeal spreadsheet.

Please let us know if the links in this spreadsheet work for you.

Thank you!

Have a great day!

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Thursday, April 28, 2022 7:57 AM
To: Evans, Carey A <carey.evans@cengage.com>; Jones, Beverly <Bev.Jones@cengage.com>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: [EXTERNAL] RE: Cengage Learning Inc. Meeting Request

Hi Carey,

We will need the links for our review, but please add the pdf's as well so we can take a look.

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

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From: Evans, Carey A <carey.evans@cengage.com>
Sent: Wednesday, April 27, 2022 6:21 PM
To: Jones, Beverly <Bev.Jones@cengage.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: Cengage Learning Inc. Meeting Request

As a follow-up, is a link required or can we send PDFs? We are working on issue. The link works on our end but could be a permission setting.

Apologize for error!

From: Jones, Beverly <Bev.Jones@cengage.com>
Sent: Wednesday, April 27, 2022 4:10 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: Cengage Learning Inc. Meeting Request

I'm checking for you and will get back to you as soon as I find out.

Thank you for your patience.

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Wednesday, April 27, 2022 4:01 PM
To: Jones, Beverly <Bev.Jones@cengage.com>
Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: [EXTERNAL] RE: Cengage Learning Inc. Meeting Request

Hi Beverly,

It looks like the link to the google drive won't open up on our end. Is there another way to access?

Thanks!
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

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From: Jones, Beverly <Bev.Jones@cengage.com>
Sent: Wednesday, April 27, 2022 3:58 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: Cengage Learning Inc. Meeting Request

Ms. Hamilton

Attached is our completed Publisher Appeal Spreadsheet.

Please let us know if you need anything else.

Thank you so much for this opportunity.

Have a great rest of your day!

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Wednesday, April 27, 2022 10:22 AM
To: Jones, Beverly <Bev.Jones@cengage.com>
Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: [EXTERNAL] RE: Cengage Learning Inc. Meeting Request

Hello everyone,

Thank you for getting together this morning to speak with us. Please see the attached spreadsheet.

Please let me know if you have any questions along the way,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Jones, Beverly <Bev.Jones@cengage.com>
Sent: Tuesday, April 26, 2022 9:59 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: Cengage Learning Inc. Meeting Request

Thank you so much, Lauren for setting up this call.

Have a great rest of your day!

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Tuesday, April 26, 2022 9:36 AM
To: Jones, Beverly <Bev.Jones@cengage.com>
Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: [EXTERNAL] RE: Cengage Learning Inc. Meeting Request

Hi Beverly,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Wednesday, April 27th, at 10:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time Cengage has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

Cengage Learning-Appeal
Wed, Apr 27, 2022 10:00 AM - 10:30 AM (EDT)

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850-245-0882 Office
850-245-0826 Fax

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Logistic Growth Models

Some populations initially have rapid growth, followed by a declining rate of growth, as illustrated by the graph in Figure 3.29. One model for describing this type of growth pattern is the **logistic curve** given by the function

$$y = \frac{a}{1 + be^{-rx}}$$

where y is the population size and x is the time. An example is a bacteria culture that is initially allowed to grow under ideal conditions and then under less favorable conditions that inhibit growth. A logistic growth curve is also called a **sigmoidal curve**.

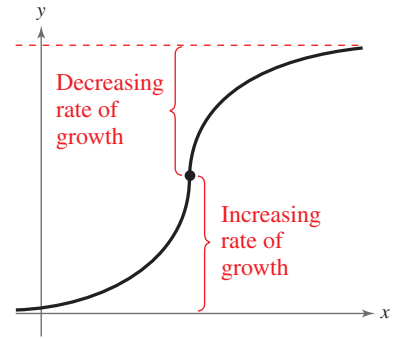


Figure 3.29 Logistic Curve

EXAMPLE 5 Population Growth

A conservation organization releases 25 Florida panthers into a game preserve. After 2 years, there are 39 panthers in the preserve. An equation that models the population of panthers in the preserve is given by

$$P = \frac{200}{1 + 7e^{-0.264t}}, \quad t \geq 0$$

where P is the total number of panthers in the preserve after t years.

- How many panthers are in the preserve after 5 years?
- When will the population reach 100?

Algebraic Solution

- After 5 years, the number of panthers in the preserve is

$$P = \frac{200}{1 + 7e^{-0.264(5)}} \approx 70.$$

- To determine when the population reaches 100, substitute 100 for P in the population model and then solve for t .

$$100 = \frac{200}{1 + 7e^{-0.264t}}$$

$$1 + 7e^{-0.264t} = 2$$

$$e^{-0.264t} = \frac{1}{7}$$

$$\ln e^{-0.264t} = \ln \frac{1}{7}$$

$$-0.264t = \ln \frac{1}{7}$$

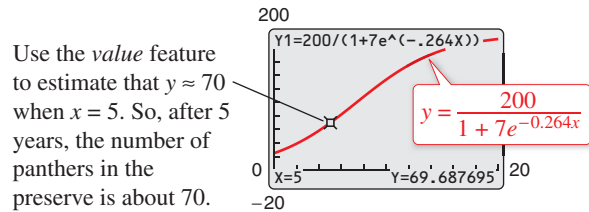
$$t = -\frac{1}{0.264} \ln \frac{1}{7}$$

$$t \approx 7.4$$

So, after about 7.4 years, the population of panthers in the preserve will reach 100.

Graphical Solution

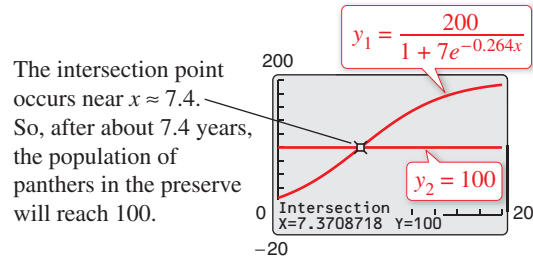
-



- Use a graphing utility to graph

$$y_1 = \frac{200}{1 + 7e^{-0.264x}} \quad \text{and} \quad y_2 = 100$$

in the same viewing window. Use the *intersect* feature of the graphing utility to find the point of intersection of the graphs, as shown in the figure.



✓ Checkpoint

In Example 5, when will the population reach 135?

B.1 Exercises

See *CalcChat.com* for tutorial help and worked-out solutions to odd-numbered exercises. For instructions on how to use a graphing utility, see Appendix A.

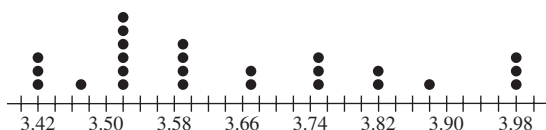
Vocabulary and Concept Check

In Exercises 1–6, fill in the blank.

- _____ are useful for ordering small sets of numbers by hand.
- A _____ uses a portion of a real number line as its horizontal axis, and the bars are not separated by spaces.
- You can use a _____ to construct a histogram.
- The bars in a _____ can be either vertical or horizontal.
- A _____ represents data graphically as points plotted in a rectangular coordinate system.
- _____ show trends over periods of time.

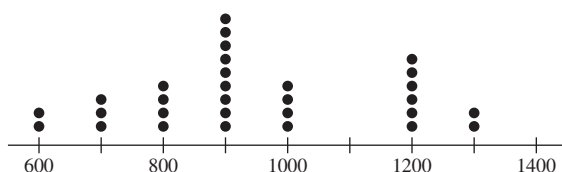
Procedures and Problem Solving

7. **Economics** The line plot shows a sample of average prices of diesel fuel at 25 fuel stations throughout the United States.



- What price occurred with the greatest frequency?
- What is the range of prices?

8. **Environmental Science** The line plot shows the weights (to the nearest hundred pounds) of municipal waste hauled by a garbage truck in 30 trips to a landfill.



- What weight occurred with the greatest frequency?
- What is the range of weights?



Education In Exercises 9 and 10, use the following scores from an algebra class of 30 students. The scores are for two 25-point quizzes.

Quiz #1 20, 15, 14, 20, 16, 19, 10, 21, 24, 15, 15, 14, 15, 21, 19, 15, 20, 18, 18, 22, 18, 16, 18, 19, 21, 19, 16, 20, 14, 12

Quiz #2 22, 22, 23, 22, 21, 24, 22, 19, 21, 23, 23, 25, 24, 22, 22, 23, 23, 23, 22, 24, 23, 22, 24, 21, 24, 16, 21, 16, 14

9. Construct a line plot for each quiz. For each quiz, which score(s) occurred with the greatest frequency?

10. Explain how you can use the line plots to determine which quiz had the greater mean score without calculating the means.

11. **Sales** The numbers of units sold by 48 sales representatives at a company during the past 3 months are listed below. Construct a frequency distribution and histogram for this data set.

107	162	184	170	177	102
145	141	105	193	167	149
195	127	193	191	150	153
164	167	171	163	141	129
109	171	150	138	100	164
147	153	171	163	118	142
107	144	100	132	153	107
124	162	192	134	187	177

12. **Education** The list shows the numbers of operating public school districts in the 50 states in 2017. Use a frequency distribution and a histogram to organize the data. (*Spreadsheet at LarsonPrecalculus.com*) (*Source: National Education Association*)



AK 54	AL 137	AR 259	AZ 715
CA 1028	CO 178	CT 196	DE 44
FL 75	GA 207	HI 1	IA 333
ID 155	IL 852	IN 402	KS 286
KY 173	LA 147	MA 404	MD 24
ME 214	MI 829	MN 529	MO 556
MS 165	MT 406	NC 115	ND 176
NE 245	NH 165	NJ 702	NM 89
NV 17	NY 691	OH 1026	OK 512
OR 196	PA 796	RI 63	SC 86
SD 150	TN 141	TX 1203	UT 141
VA 132	VT 360	WA 307	WI 422
WV 55	WY 48		

	A	B	C	D	E
1	COURSE ___ Pre-Calculus Honors_				
2	BID ___448___				
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction		
4		Appendix B, B.1 exercises, Exercise #11 p. A.31 is about the percentage of individuals living below the poverty line in 2016. Content not meaningful to students.	The new exercise will provide data on the number of units sold by sales reps that will require students to construct a frequency distribution and histogram for the data set.		
5		Chapter 3, Section 3.5 - Exponential and Logarithmic Models, Example 5 p.228 is about the spread of a “contagious flu virus” that a student spreads.	The new example will reference an animal species population to illustrate the concept of logistic growth models.		
6		Direct Link to Online Product			
7					
8					

	F	G	H	I
1			Reviewer Evaluation Scale. 5- Very Good 4- Good 3- Fair 2- Poor 1- Very Poor/No Alignment	
2				
3	Link to correction in materials			
4	https://www.dropbox.com/scl/fc/1j6rntjimy9gumqzgs0i2/h?dl=0&rlkey=pinigoknluf2om8hgprfz0wvln			
5				
6	direct link			
7				
8				

From: Jones, Beverly <Bev.Jones@cengage.com>

Sent: Monday, April 25, 2022 12:16 PM EDT

To: Seeds; Cathy

CC: Evans, Carey A; Lange, Marty

Subject: Cengage Learning Inc. Meeting Request

Ms. Seeds

Cengage Learning, Inc. would like to request a meeting to begin the appeal process for our title;
PreCalculus with Limits: A Graphing Approach.

If at all possible, would you have time in the morning on Tuesday 4/26 or Wednesday 4/27?

I look forward to hearing from you.

Thank you!

Beverly M. Jones
Supervisor, Textbook Services & Adoptions
Cengage Learning
5191 Natorp Blvd., Mason, OH 45040
513-229-1532
NGL.Cengage.com/catalogs
NGL.Cengage.com/school

Subject: Cengage Meeting

Location: 325 West Gaines Street, Tallahassee FL 32399

Start: Thursday, January 06, 2022 9:00 AM EST

End: Thursday, January 06, 2022 9:30 AM EST

Show Time As: Tentative

Recurrence: None

Meeting Status: Not yet responded

Required Attendees: Mack, Henry; Rock@thesouthernngroup.com <Rock@thesouthernngroup.com>;
Jeri.Norris@cengage.com <Jeri.Norris@cengage.com>; Calatayud, Alexis

When you come into the building, please check In with the front desk. The security guard will then contact someone to escort you to the 15th floor.

From: Bedford, Freeman & Worth Publishing <hsmarketing@bfpwpub.com>

Sent: Wednesday, March 23, 2022 10:32 AM EDT

To: Seeds; Cathy

Subject: Do your students come to class with the wrong AP® book?

BFW High School

image (5).png

Students Get the Right Book.

You get your BFW resources.

Are your students coming to class with the wrong book? Remedy that by having students purchase directly from us. Share [these instructions](#) with students, so they can save money and get the exact product you require.

[Student Instructions for Buying Direct](#)

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866-843-3715

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From: Evans, Carey A <carey.evans@cengage.com>

Sent: Thursday, March 31, 2022 4:56 PM EDT

To: Seeds; Cathy

CC: Jones; Beverly

Subject: DOE portal for district purchases

Good afternoon Cathy!

Over the last couple of weeks we have had several school districts tell us about a DOE portal that they are to report their adoption decisions and what they plan to purchase. This is unfamiliar to our organization so I reached out to FSBD. They could not fully explain it, but did state they provided all the ISBNs for each publisher to the 'developer' so all of them could get uploaded in the system.

The districts that have contacted us stated that our ISBNs were not in the system and they had a deadline to enter them.

I email you in hopes of gaining a bit more knowledge on this portal and if there is anything we can do on our end to ensure our product is loaded.

Thanks for your time!

Carey

Carey Evans

Sr. Regional Sales Manager - Southeast/Southwest

National Geographic Learning | Cengage

Cell# 864-415-0110

carey.evans@cengage.com

From: Achieve3000 Events <achieve3000events@mheducation.com>

Sent: Tuesday, February 08, 2022 7:45 AM EST

To: Commissioner

Subject: Don't miss our School of the Future Leadership Summit in Atlanta



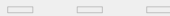
Achieve3000 School of the Future Leadership Summit

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Participants will leave with a better understanding of what it takes to be a powerful and effective leader in today's educational environment.

REGISTER TODAY



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331 Newman Springs Road, Suite 304, Red Bank, NJ

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From: National Geographic Learning <ngl.emarketing@learn.cengage.com> on behalf of National Geographic Learning
Sent: Thursday, December 02, 2021 11:17 AM EST
To: Oliva; Jacob
Subject: Earth and Space Science With the National Geographic Advantage

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From: Bedford, Freeman & Worth Publishers <hsmarketing@bfwpub.com>

Sent: Wednesday, May 11, 2022 3:31 PM EDT

To: Seeds; Cathy

Subject: Ensure you get your AP® resources from BFW Publishers

[BFW High School](#)

Get Your AP® Resources from BFW When Students Buy Direct

Are you chasing down POs or asking students for purchase history so you can get your BFW publisher resources? We can help. Have your students buy BFW products directly from our online store, and we can easily verify purchase.

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From: Claire Thompson <cthompson@bfwpub.com>
Sent: Tuesday, February 22, 2022 11:16 AM EST
To: Seeds; Cathy
Subject: ESSER Fund and Student Engagement

BFW High School

Hi Cathy,

As you may know, districts are receiving ESSER Funding to execute learning initiatives, and I want to let you know that BFW can help.

BFW is best known for publishing best-in-class AP® textbooks, but equally important to us is equity of access and the support of all students entering advanced courses. We have the tools you need to jump-start learning acceleration for your students, so if you'd like to use ESSER Funding as an opportunity to start or expand your AP®, honors, or elective course, please reach out.

I'd love to work with you to provide solutions that align with your AP® course goals, and I'm available to talk by phone or Zoom. Can we set up a call for next week? There is also a link to my calendar in my signature below, so please feel free to "Schedule Time with Me" when you're free!

Thanks for your time,

Claire

Claire Thompson
Sales Representative
C 919.815.7785

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From: Savvas Learning Company <communications@savvas.com>

Sent: Wednesday, April 27, 2022 11:36 AM EDT

To: Oliva; Jacob

Subject: Exclusive opportunity to pilot our core Science curriculum. Sign-up>

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From: Kristen Condella <Kristen.Condella@KeysSchools.com>

Sent: Tuesday, November 02, 2021 7:40 AM EDT

To: aburns@follett.com <aburns@follett.com>; amychism@fsbd.com <amychism@fsbd.com>; andrea.neff@cengage.com <andrea.neff@cengage.com>; Andy Bitner; barbarajohnson@fsbd.com <barbarajohnson@fsbd.com>; beth.napier@mackin.com <beth.napier@mackin.com>; billpurtell@fsbd.com <billpurtell@fsbd.com>; carloa@nearpod.com <carloa@nearpod.com>; carrena.nunezl@newsela.com <carrena.nunezl@newsela.com>; carymacrae@fsbd.com <carymacrae@fsbd.com>; cathy.mcmillan@pearson.com <cathy.mcmillan@pearson.com>; chandley@masteryeducation.com <chandley@masteryeducation.com>; chris.shaw@pearson.com <chris.shaw@pearson.com>; Cindy Rabinowitz; cristal.doherty@learninga-z.com <cristal.doherty@learninga-z.com>; damitchell@follett.com <damitchell@follett.com>; danasmith@fsbd.com <danasmith@fsbd.com>; Daniel Gammage; davismacrae@fsbd.com <davismacrae@fsbd.com>; Denise.Kessler@hnhco.com <Denise.Kessler@hnhco.com>; Don Bascle; Dori Jones; Emese Novak; Emily Winston; Eric Jones; gcabo@follett.com <gcabo@follett.com>; gwen.richards@cengage.com <gwen.richards@cengage.com>; JackieL@LearningList.com <JackieL@LearningList.com>; Jean Correll; Jeff Rutter; jeffregor@fsbd.com <jeffregor@fsbd.com>; Jennifer.Leggio@hnhco.com <Jennifer.Leggio@hnhco.com>; jenniferh@nearpod.com <jenniferh@nearpod.com>; jenniferodonnell@fsbd.com <jenniferodonnell@fsbd.com>; Jolynn Bernard; judygasset@fsbd.com <judygasset@fsbd.com>; Kara Miller; kbahouth@follett.com <kbahouth@follett.com>; keilahgates@fsbd.com <keilahgates@fsbd.com>; kelly.keene@mheducation.com <kelly.keene@mheducation.com>; kkibler@follett.com <kkibler@follett.com>; Kurt Fichtman; kweav1960@att.net <kweav1960@att.net>; Lauren Rose; Lea Perkinson; mailto:sales@textbookwarehouse.com; markalsdorf@gmail.com <markalsdorf@gmail.com>; Mary Russick; mary.devore@hnhco.com <mary.devore@hnhco.com>; maureen.miller@learninga-z.com <maureen.miller@learninga-z.com>; melissa.hancock@cengage.com <melissa.hancock@cengage.com>; Michelle.Gordon@hnhco.com <Michelle.Gordon@hnhco.com>; Natalie.OLoughlin@greatminds.org <Natalie.OLoughlin@greatminds.org>; nationalexhibits@perfectionlearning.com <nationalexhibits@perfectionlearning.com>; paige.dirscherl@newsela.com <paige.dirscherl@newsela.com>; Rachel.Powers-Scanga@mheducation.com <Rachel.Powers-Scanga@mheducation.com>; Rob Selvaggi; robinfields@fsbd.com <robinfields@fsbd.com>; Ronda Baggett; rstratton@safarimontage.com <rstratton@safarimontage.com>; Scott Weller; Stephanie Seemann; steve.olson@pearson.com <steve.olson@pearson.com>; terra.chapek@learninga-z.com <terra.chapek@learninga-z.com>; thecoles@flrep.com <thecoles@flrep.com>; thecoles@follett.com <thecoles@follett.com>; Tiffany.Alewell@greatminds.org <Tiffany.Alewell@greatminds.org>; tluxemburg@follett.com <tluxemburg@follett.com>; wmagill@masteryeducation.com <wmagill@masteryeducation.com>; Bay - Linda Griner; Broward - Delania Moncrief; Broward - Martina Blanco; Taylor, Tracie; cathy.seeds@fldoe.org <cathy.seeds@fldoe.org>; Citrus - Scott Hebert; Johnson, Cynthia L.; clyattr@nefec.org <clyattr@nefec.org>; Collier - Julie Lorenzo; Darrick Buettner* - Citrus; Erica Jackson; erin.grove@stjohns.k12.fl.us <erin.grove@stjohns.k12.fl.us>; Escambia - Michelle White; fhoward@pasco.k12.fl.us <fhoward@pasco.k12.fl.us>; Flanagan, Ann; Florida Instructional Materials Center for the Visually Handicapped - Elizabeth Anderso; Francesca Howard; Johnson, Rene*; Kay Ratzlaff*; Kim Dixon; Kristen Condella; Lake -Dr. Loretta Faith Harris; Lee - Karen Babor; Lisa Gibson*; mailto:fhoward@pasco.k12.fl.us; mailto:jleach@franklincountyschools.org; Marcus J. Brown; Marion - Jennifer Leeds; Blount, Shannon; Dibias, Michelle M.; millert@martinschools.org <millert@martinschools.org>; Moffitt, Deborah; monaghanml@gm.sbac.edu <monaghanml@gm.sbac.edu>; nelsonj@manateeschools.net <nelsonj@manateeschools.net>; Okaloosa - Ann Flanagan; McCoy, Pat; Orange - Allison Kibbey; Orange - Thomas Chang; Osceola - JoAnn Johnson; Palm Beach - Nolan Rowell; Pasco - Tonia Shook; Pasco - Jennifer Niles; paulgilbertson@myoneclay.net <paulgilbertson@myoneclay.net>; Pinellas - Meghan Frye; rossano-arnolda@nefec.org <rossano-arnolda@nefec.org>; Sarasota - Rob Manoogian; Seminole - Maureen Scanlan; sfretts; Smith, Kristine T.; St. Lucie - Amabel Morales; St. Lucie - Paul Reif; sumptrw@bay.k12.fl.us <sumptrw@bay.k12.fl.us>; Susan Walden*; Gannon, Susan T.; syfretts@leonsschools.net <syfretts@leonsschools.net>; Tara Pearcy*; Kahler, Trish; Valentina Pasaron; Vicki Cornman; Sandgren, Lori

Subject: FADIMA CONFERENCE - Updates

Attachment(s): "FADIMA 11-2.docx"

Hello. We are two weeks away from our amazing FADIMA Conference and we cannot wait to see everyone!! Just a few updates:

1. **If you have not signed up yet, please do so ASAP – registration will be closing in the next 48 hours and we want to make sure we have accommodated everyone!!**
 - i. You can sign up at www.fadima.net
2. The agenda is attached – we look forward to a packed yet exciting three days!
3. The Instructional Materials Panel is back for 2021! We brought in the best to answer your questions about tech, instructional materials and policy! Please fill out the question padlet below to have your questions answered!
 - i. <https://padlet.com/condellk/ngchz8c5o2gt9roe>

Kristen A Condella

Monroe County School District

[Coordinator of Instructional Materials and Technology Integration](#)

[Virtual School Administrator](#) [AVID District Director](#) [FADIMA President 2021](#)

305-293-1400 x 53408 kristen.condella@keysschools.com



53rd Annual FADIMA Conference

Tuesday, November 16, 2021

Day 0

4:00PM – 6:00PM

Check in Hotel and Registration – FSBD

6:00PM – 8:00PM

Reception Sponsored by Curriculum Associates

Wednesday, November 17, 2021



53rd Annual FADIMA Conference

Day 1

8:00AM – 9:00AM – Breakfast- Sponsored by Amplify Learning

Executive Board Members Board Meeting - Sponsored by Safari Montage

FADIMA Members & Vendors

9:00AM – 9:20 AM – Opening Ceremony

The Presentation of Colors and National Anthem – SJCSJ JROTC and School Chorus

Greetings – St Johns County School District Superintendent, Tim Forson

9:20AM – 10:00 AM - Keynote - Jacob Oliva Chancellor of FLDOE

10:00AM – 10:30AM – Vendor Hall Spotlight Break

10:30 – 12:10 – Breakout Sessions

Session 1

10:30AM – 11:15AM

A: Trey Csar – Impact Florida

B: Adoption Process – Math/ELA Round Table – Debbie M.

C: Effectively Leveraging Standards-Aligned Instructional Resources in Your Digital Ecosystem – Safari Montage

Session 2

11:25AM – 12:10PM

A: Trey Csar – Impact Florida

B: Adoption Process – Math/ELA Round Table Nolan R.

C: Effectively Leveraging Standards-Aligned Instructional Resources in Your Digital Ecosystem- Safari Montage

12:25PM – 1:00PM – **Lunch on the Go**

1:00 – 1:30 – Rest and Refresh

1:30PM – 2:30PM – Travel to Florida School Book Depository

2:45PM – 4:45PM – FSBD Tour and Presentation

4:45PM – 5:45PM – Travel to St. Augustine

6:30PM – Happy Hour –Sponsored by HMH



53rd Annual FADIMA Conference

Thursday, November 18, 2021

Day 2

8:00AM – 9:00AM – Breakfast- Sponsored by Savvas
FADIMA Members & Vendors
Committee Sign-up

9:00AM – 9:45AM – FLDOE Updates
Cathy Seeds

9:45AM – 10:45AM – Updates from our Lobbyist
Jessica Janasiewicz, Governmental Consultant

10:45AM – 12:00PM – Instructional Materials Panel

Moderator: Rob Manoogian; Cathy Seeds, Jessica Janasiewicz.; Trey Csar; FSBD; Doug Konopelko

12:00PM – 1:00PM – Lunch – Sponsored by FSBD
Retiree and Award Ceremony

1:10PM – 3:30PM – Breakout Sessions

Session 3

1:10PM – 1:55PM

- A: Inquiry and Instructional Materials - Nearpod
- B. Cost Analysis – Introductory Session FSBD
- C. Legislation – What is changing, what is exciting!

Session 4

2:00PM – 2:45PM

- A: Small Districts Open Discussion
- B: Medium Districts Open discussion
- C: Large Districts Open Discussion

2:45PM – 3:15PM – Vendor Hall Spotlight Break

THURSDAY SNACK – SPONSORED by EdGems

3:15PM – 4:30PM – Sponsored Social Activities – Vendor Game Night

Each sponsoring vendor has an assigned gaming area to “host”

***Remainder of evening explore the city on your own**

Friday, November 19, 2021



53rd Annual FADIMA Conference

Day 3

8:00AM – 9:30AM – Breakfast & Closing Activities – Sponsored by NewsELA

FADIMA Members & Vendors

9:30AM – 12:00 PM – Board and Committee Meetings

FADIMA DISTRICT MEMBERS

From: Kristen Condella <Kristen.Condella@KeysSchools.com>

Sent: Friday, October 15, 2021 8:44 AM EDT

To: aburns@follett.com <aburns@follett.com>; amychism@fsbd.com <amychism@fsbd.com>; andrea.neff@cengage.com <andrea.neff@cengage.com>; Andy Bitner; barbarajohnson@fsbd.com <barbarajohnson@fsbd.com>; beth.napier@mackin.com <beth.napier@mackin.com>; billpurtell@fsbd.com <billpurtell@fsbd.com>; carloa@nearpod.com <carloa@nearpod.com>; carrena.nunezl@newsela.com <carrena.nunezl@newsela.com>; carymacrae@fsbd.com <carymacrae@fsbd.com>; cathy.mcmillan@pearson.com <cathy.mcmillan@pearson.com>; chandley@masteryeducation.com <chandley@masteryeducation.com>; chris.shaw@pearson.com <chris.shaw@pearson.com>; Cindy Rabinowitz; cristal.doherty@learninga-z.com <cristal.doherty@learninga-z.com>; damitchell@follett.com <damitchell@follett.com>; danasmith@fsbd.com <danasmith@fsbd.com>; Daniel Gammage; davismacrae@fsbd.com <davismacrae@fsbd.com>; Denise.Kessler@hnhco.com <Denise.Kessler@hnhco.com>; Don Bascle; Dori Jones; Emese Novak; Emily Winston; Eric Jones; gcabo@follett.com <gcabo@follett.com>; gwen.richards@cengage.com <gwen.richards@cengage.com>; JackieL@LearningList.com <JackieL@LearningList.com>; Jean Correll; Jeff Rutter; jeffregor@fsbd.com <jeffregor@fsbd.com>; Jennifer.Leggio@hnhco.com <Jennifer.Leggio@hnhco.com>; jenniferh@nearpod.com <jenniferh@nearpod.com>; jenniferodonnell@fsbd.com <jenniferodonnell@fsbd.com>; Jolynn Bernard; judygassett@fsbd.com <judygassett@fsbd.com>; Kara Miller; kbahouth@follett.com <kbahouth@follett.com>; keilahgates@fsbd.com <keilahgates@fsbd.com>; kelly.keene@mheducation.com <kelly.keene@mheducation.com>; kkibler@follett.com <kkibler@follett.com>; Kurt Fichtman; kweav1960@att.net <kweav1960@att.net>; Lauren Rose; Lea Perkinson; mailto:sales@textbookwarehouse.com; markalsdorf@gmail.com <markalsdorf@gmail.com>; Mary Russick; mary.devore@hnhco.com <mary.devore@hnhco.com>; maureen.miller@learninga-z.com <maureen.miller@learninga-z.com>; melissa.hancock@cengage.com <melissa.hancock@cengage.com>; Michelle.Gordon@hnhco.com <Michelle.Gordon@hnhco.com>; Natalie.OLoughlin@greatminds.org <Natalie.OLoughlin@greatminds.org>; nationalexhibits@perfectionlearning.com <nationalexhibits@perfectionlearning.com>; paige.dirscherl@newsela.com <paige.dirscherl@newsela.com>; Rachel.Powers-Scanga@mheducation.com <Rachel.Powers-Scanga@mheducation.com>; Rob Selvaggi; robinfields@fsbd.com <robinfields@fsbd.com>; Ronda Baggett; rstratton@safarimontage.com <rstratton@safarimontage.com>; Scott Weller; Stephanie Seemann; steve.olson@pearson.com <steve.olson@pearson.com>; terra.chapek@learninga-z.com <terra.chapek@learninga-z.com>; thecoles@flrep.com <thecoles@flrep.com>; thecoles@follett.com <thecoles@follett.com>; Tiffany.Alewell@greatminds.org <Tiffany.Alewell@greatminds.org>; tluxemburg@follett.com <tluxemburg@follett.com>; wmagill@masteryeducation.com <wmagill@masteryeducation.com>; Bay - Linda Griner; Broward - Delania Moncrief; Broward - Martina Blanco; Taylor, Tracie; cathy.seeds@fldoe.org <cathy.seeds@fldoe.org>; Citrus - Scott Hebert; Johnson, Cynthia L.; clyattr@nefec.org <clyattr@nefec.org>; Collier - Julie Lorenzo; Darrick Buettner* - Citrus; Erica Jackson; erin.grove@stjohns.k12.fl.us <erin.grove@stjohns.k12.fl.us>; Escambia - Michelle White; fhoward@pasco.k12.fl.us <fhoward@pasco.k12.fl.us>; Flanagan, Ann; Florida Instructional Materials Center for the Visually Handicapped - Elizabeth Anderso; Francesca Howard; Johnson, Rene'; Kay Ratzlaff*; Kim Dixon; Kristen Condella; Lake -Dr. Loretta Faith Harris; Lee - Karen Babor; Lisa Gibson*; mailto:fhoward@pasco.k12.fl.us; mailto:jleach@franklincountyschools.org; Marcus J. Brown; Marion - Jennifer Leeds; Blount, Shannon; Dibias, Michelle M.; millert@martinschools.org <millert@martinschools.org>; Moffitt, Deborah; monaghanml@gm.sbac.edu <monaghanml@gm.sbac.edu>; nelsonj@manateeschools.net <nelsonj@manateeschools.net>; Okaloosa - Ann Flanagan; McCoy, Pat; Orange - Allison Kibbey; Orange - Thomas Chang; Osceola - JoAnn Johnson; Palm Beach - Nolan Rowell; Pasco - Tonia Shook; Pasco - Jennifer Niles; paulgilbertson@myoneclay.net <paulgilbertson@myoneclay.net>; Pinellas - Meghan Frye; rossano-arnolda@nefec.org <rossano-arnolda@nefec.org>; Sarasota - Rob Manoogian; Seminole - Maureen Scanlan; sfretts; Smith, Kristine T.; St. Lucie - Amabel Morales; St. Lucie - Paul Reif; sumptrw@bay.k12.fl.us <sumptrw@bay.k12.fl.us>; Susan Walden*; Gannon, Susan T.; syfretts@leonsschools.net <syfretts@leonsschools.net>; Tara Pearcy*; Kahler, Trish; Valentina Pasaron; Vicki Cornman; Sandgren, Lori

CC: Jessica Janasiewicz; Seeds, Cathy

Subject: FADIMA CONFERENCE 2021

Attachment(s): "DRAFT FADIMA AGENDA 2021.docx"

Hello Members! We are excited about the upcoming FADIMA Conference for 2021! In final preparations, please make sure you have registered via our website at www.FADIMA.net and secured your hotel room. The Hotel must be booked by October 25th to confirm the rate and rooms are going fast!!

Attached is the agenda for your records. We look forward to a great conference and seeing everyone soon.

Kristen A Condella

Monroe County School District

[Coordinator of Instructional Materials and Technology Integration](#)

[Virtual School Administrator](#) [AVID District Director](#) [FADIMA President 2021](#)

305-293-1400 x 53408 kristen.condella@keyschools.com



53rd Annual FADIMA Conference

Tuesday, November 16, 2021

Day 0

4:00PM – 6:00PM

Check in Hotel and Registration – FSBD Help

6:00PM – 8:00PM

Reception Sponsored by Curriculum Associates

Wednesday, November 17, 2021



53rd Annual FADIMA Conference

Day 1

8:00AM – 9:00AM – Breakfast- Sponsored by Amplify Learning

Executive Board Members Board Meeting - Sponsored by Safari Montage

FADIMA Members & Vendors

9:00AM – 9:20 AM – Opening Ceremony

The Presentation of Colors and National Anthem – SJCSJ JROTC and School Chorus

Greetings – St Johns County School District Superintendent, Tim Forson

9:20AM – 10:00 AM - Keynote - Jacob Oliva Chancellor of FLDOE

10:00AM – 10:30AM – Vendor Hall Spotlight Break

10:30 – 12:10 – Breakout Sessions

Session 1

10:30AM – 11:15AM

A: Trey Czar – Impact Florida

B: Adoption Process – Math/ELA? Round Table

C: Effectively Leveraging Standards-Aligned Instructional Resources in Your Digital Ecosystem

Session 2

11:25AM – 12:10PM

A: Trey Czar – Impact Florida

B: Adoption Process – Math/ELA? Round Table

C: Effectively Leveraging Standards-Aligned Instructional Resources in Your Digital Ecosystem

12:25PM – 1:00PM – Lunch

1:00 – 1:30 – Rest and Refresh

1:30PM – 2:30PM – Travel to Florida School Book Depository

2:45PM – 4:45PM – FSBD Tour and Presentation

4:45PM – 5:45PM – Travel to St. Augustine

6:30PM – Happy Hour –Sponsored by HMM

Thursday, November 18, 2021



53rd Annual FADIMA Conference

Day 2

8:00AM – 9:00AM – Breakfast- **Sponsored by Savvas**
FADIMA Members & Vendors
Committee Sign-up

9:00AM – 9:45AM – FLDOE Updates
Cathy Seeds

9:45AM – 10:45AM – Updates from our Lobbyist
Jessica Janasiewicz, Governmental Consultant

10:45AM – 12:00PM – Instructional Materials Panel

Moderator: Rob M.; Cathy Seeds, Jessica J.; Trey Czar; CDWG; FSBD

12:00PM – 1:00PM – Lunch – Sponsored by FSBD

*Recognize any retirees/awards

1:10PM – 3:30PM – **Breakout Sessions**

Session 3

1:10PM – 1:55PM

- A: Inquiry and Instructional Materials
- B. Cost Analysis – Introductory Session
- C. Legislation – What is changing, what is exciting!

Session 4

2:00PM – 2:45PM

- A: Small Districts Open Discussion
- B: Medium Districts Open discussion
- C: Large Districts Open Discussion

2:45PM – 3:15PM – Vendor Hall Spotlight Break

THURSDAY SNACK – SPONSORED by EdGems

3:15PM – 4:30PM – **Sponsored Social Activities** – Vendor Game Night

Each sponsoring vendor has an assigned gaming area to “host”

***Remainder of evening explore the city on your own**

Friday, November 19, 2021

Day 3

8:00AM – 9:30AM – Breakfast & Closing Activities – Sponsored by NewsELA



53rd Annual FADIMA Conference

FADIMA Members & Vendors

9:30AM – 12:00 PM – Board and Committee Meetings

FADIMA DISTRICT MEMBERS

From: LaMonique Johnson <ljohnson@acceleratelearning.com>

Sent: Tuesday, January 18, 2022 10:33 AM EST

To: Baumbach, Amber; Seeds, Cathy; Hamilton, Lauren

Subject: Florida

Hi there,

Will you please share the procedure for reducing our pricing and providing free with order?

Thank you,

LaMonique Johnson, M.Ed

Senior Manager, Adoptions and RFPs

Accelerate Learning Inc.

p: (281) 833-4531

a: 5177 Richmond Ave., Suite 800, Houston, TX 77056

w: stemscopes.com **e:** ljohnson@acceleratelearning.com



From: Parker, Lakeesha <Lakeesha.Parker@fldoe.org>
Sent: Wednesday, May 11, 2022 2:47 PM EDT
To: Seeds, Cathy; Baumbach, Amber
Subject: Folder 152695
Attachment(s): "Losey PLLC.gif"

I need an update on this one as well? It's also due today.

From: Adam Losey <alosey@losey.law>
Sent: Tuesday, April 12, 2022 11:22 AM
To: PRR <PRR@fldoe.org>
Cc: Grayson Lanza <glanza@losey.law>
Subject: Re: Public Records Request

We respectfully request all emails sent to, received from, cc:ed, or bcc:ed, between FLDOE (from February 1, 2022 until the present date) and any of the following email domains:

- @savvas.com
- @mheducation.com
- @mathnation.com
- @larsontexts.com
- @cengage.com

This request includes a pre-authorization to incur costs, which will be reimbursed by the requestor, up to \$250, without any further written authorization necessary, and please contact the requestor immediately at glanza@losey.law if prepayment is needed of costs up to \$250, and kindly include your preferred payment instructions. Records may be sent electronically via email to glanza@losey.law, paper copies are not needed.

Thank you very much,



Adam Losey
Losey PLLC
(407) 906-1605
1420 Edgewater Drive
Orlando, Florida 32804
alosey@losey.law

From: Norris, Jerri <jerri.norris@cengage.com>
Sent: Monday, January 10, 2022 2:01 PM EST
To: Mack; Henry
CC: Erin Rock
Subject: Follow-up from last week's meeting with Erin (TSG) and Jerri (Cengage)

Good afternoon, Chancellor Mack:

The Cengage rep I think you may have been referring to when we met last week is Dan Cohen. Does that sound right? He is our Customer Success Manager for the Broward/Miami-Dade area, and he is amazing!

To answer the question you posed regarding a couple of data points for textbook costs/savings, I've listed a few quick examples of where students are saving considerable money by purchasing the Cengage Unlimited subscription instead of buying their books course-by-course. Obviously, the big schools such as MDC, BC, VC, HC and PBSC are where there are big numbers & significant savings across WFD certificate, non-credit and other programs. It's a matter of getting those program directors to pull together data from their instructors as to if they recommend the Cengage Unlimited subscription and how much those materials would have cost if the students had to purchase the items course-by-course. They all use a lot of Cengage.

Cengage is the leader in pre-professional, trades, skills, computing, HVAC, automotive, carpentry, plumbing, health-related fields, cybersecurity, broadband technologies use, criminal justice, health information management, medical billing/coding, early childhood and many other WFD-related programs in addition to our leading presence in the academic courses. Below are 3 contacts that I was able to reach out to & who have a strong handle on textbook affordability as well as savings realized via the Cengage Unlimited subscription model. These just happen to be in the area of business/computing, as they are usually the easiest to catch up with quickly.

St. Johns River State College, BAS Business Program

Program Director Dr. Karen Balcanoff estimates that "each student is saving at least a couple hundred annually...and those going full time could be saving close to \$1,000" annually.

Contacts:

St. Johns River State College
Dr. Karen Balcanoff, Director of Organizational Management
karenbalcanoff@sjrstate.edu

Dr. Summer Garrett
Professor of Organizational Management
summergarrett@sjrstate.edu

Florida Southwestern State College

FSW began utilizing the Cengage Unlimited subscription model 2 years ago when it was released in a large required course, CGS1100 (Computing) which then allowed students free access to any other Cengage textbook in any other course using Cengage. Since then, they have pulled many other courses under the Cengage Unlimited model, saving students hundreds of dollars annually since they don't have to purchase course-by-course any longer.

Contact:
Mary Myers, Dean
School of Business & Technology
mary.myers@fsw.edu
239.489.9405

Seminole State College Business and Information Management

The program has steadily increased their use of the Cengage Unlimited subscription model to include many foundational courses, but also many smaller courses that typically carry high-priced materials. The Program Manager estimates students are saving hundreds of dollars annually, and he loves that all of the technology platforms are included for one set price but that students can get free print rentals also by just paying the \$7.95 shipping cost.

Contact:
Bill Dafnis, Associate Professor and Program Manager, Business Administration
dafnisb@seminolestate.edu

Northwest Florida State College and Florida State College at Jacksonville

These schools used CARES/GEER \$\$ to purchase Cengage Unlimited subscriptions in various programs covered under the GEER initiative. Carpentry, Plumbing and Health-related areas are where I believe they used the subscriptions.

Thank you for your time last week, Chancellor Mack. I enjoyed hearing about your focus and goals, and I look forward to the follow-up meeting that you mentioned you'd like to have.

Best,

Jerri Norris
Sr. Business Development Director, Cengage Higher Education
Institutional Solutions
Mobile: 312.256.7811
St. Augustine FL
e: jerri.norris@cengage.com

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From: Tullos, Lisa <lisa.tullos@mheducation.com>
Sent: Tuesday, March 22, 2022 11:16 AM EDT
To: Hamilton; Lauren
CC: Seeds; Cathy
Subject: FW: 2021-22 Mathematics Adoption-Bid Check
Attachment(s): "image001.png", "image002.png", "image003.png", "image004.png", "image005.png", "image006.png", "image007.png", "image008.png", "image009.png", "image010.png"

Hi Lauren,
Have you located the unused check from last year for \$19,000? If not, is there someone in accounting on your team I can reach out to?
Our finance team really needs a status update as to whether the check will be returned to us or deposited and a refund issued.
They are asking for an answer by 3/25 so any insight you can give is appreciated.

Thanks,
Lisa



Lisa Tullos
Bids & Contracts Specialist
McGraw Hill LLC | School Group
8787 Orion Place, Columbus OH 43240
P:614-430-4692
lisa.tullos@mheducation.com
mheducation.com

McGraw Hill welcomes Achieve3000, a recognized leader in differentiated instruction and learning acceleration for PreK-12 students, to its family of brands.
To learn more, visit mheonline.com/Achieve3000-LearnMore

From: Tullos, Lisa
Sent: Wednesday, March 16, 2022 2:17 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Subject: RE: 2021-22 Mathematics Adoption-Bid Check

Hi Lauren,
Our accounting team followed up today to check on the status of this.
They said since it's a cashier's check it needs to be returned to McGraw Hill or cashed and a refund check issued (not voided)
They need the check back by 3/25.
Are there any updates to the status?

Thanks
Lisa

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Thursday, March 10, 2022 3:53 AM
To: Tullos, Lisa <lisa.tullos@mheducation.com>
Subject: RE: 2021-22 Mathematics Adoption-Bid Check

*** EXTERNAL EMAIL: If sender is unknown, use caution when opening. ***

Hi Lisa,

I hope all is well. I'm sorry you haven't received. Let me look into this, and let you know what I find out!

Thanks!

From: Tullos, Lisa <lisa.tullos@mheducation.com>
Sent: Wednesday, March 9, 2022 3:20 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Subject: RE: 2021-22 Mathematics Adoption-Bid Check
Importance: High

Hi Lauren,
Our accounting department is looking for the voided \$19,000 Assessment Fee check from the Math Adoption (we replaced it with a \$16,000 check after we dropped the three honors courses) ? we don't have record of receiving it at our office.

Do you still have it? If so, could you scan a copy of it to me and then return to our office at:
McGraw Hill LLC
Attn: Lisa Tullos, Bids & Contracts
8787 Orion Place
Columbus, OH 43240

Thanks!
Lisa



Lisa Tullos
Bids & Contracts Specialist
McGraw Hill LLC | School Group
8787 Orion Place, Columbus OH 43240
P:614-430-4692
lisa.tullos@mheducation.com
mheducation.com

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To learn more, visit mheonline.com/Achieve3000-LearnMore

From: Hamilton, Lauren
Sent: Wednesday, July 7, 2021 10:13 AM
To: Tullos, Lisa <lisa.tullos@mheducation.com>
Subject: RE: 2021-22 Mathematics Adoption-Bid Details
Importance: High

Hi Lisa,

Thank you for your responsiveness to this matter. We will pull these three bids from our list on FLIM and on the bid details report. McGraw Hill's new total of bids will be 16. I will need a new assessment fee check for \$16,000 overnighted to our office so that we can route and deposit. I will void the original \$19,000 check and mail back to you. Please let me know what address works best for you. I have pasted our address below if you need it.

Florida Department of Education
ATTN: Instructional Materials
325 West Gaines St. Suite 424
Tallahassee, FL 32399

Thanks!
Lauren

From: Tullos, Lisa <lisa.tullos@mheducation.com>
Sent: Tuesday, June 22, 2021 2:22 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Subject: RE: 2021-22 Mathematics Adoption-Bid Details

Hi Lauren,
I checked with our sales team and we would like to remove the three Honors Programs (Bid #425, 426, 427) and this should eliminate any duplicate ISBNs. All other courses have ISBNs unique to each course. Thank you for reaching out. Please let me know if there are other questions or you need more information.

Best,
Lisa



Lisa Tullos
Bids & Contracts Specialist
McGraw Hill LLC | School Group
8787 Orion Place, Columbus OH 43240
P:614-430-4692
lisa.tullos@mheducation.com
mheducation.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Tuesday, June 22, 2021 7:45 AM
To: Tullos, Lisa <lisa.tullos@mheducation.com>
Subject: 2021-22 Mathematics Adoption-Bid Details
Importance: High

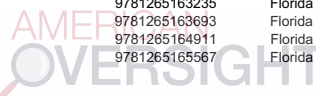
*** EXTERNAL EMAIL: If sender is unknown, use caution when opening. ***

Good afternoon,

Thank you for submitting your bid details for this year's adoption! As I am preparing the bid details report, I see that McGraw Hill has several duplicate ISBN's for different courses. An ISBN can be used only once for the bid submissions. It can be used multiple times within a course, but not within separate bids. Please let me know which ISBN you would like to keep for the courses and I will delete the other one. I have pasted below the pairs that I found to be the same, but please let me know if there are any additional duplicates.

Bid#: 424			
McGraw Hill LLC			
Florida Reveal Geometry			
Course: Geometry			
9781264373642	Florida Reveal, Geometry, Student Edition, Volume 1	Major Tool Package Component	13.68
9781264435876	Florida Reveal, Geometry, Student Edition, Volume 2	Major Tool Package Component	13.68
9781264436125	Florida Reveal, Geometry, Teacher Edition, Volume 1	Major Tool (Free)	103.77
9781264436170	Florida Reveal, Geometry, Teacher Edition, Volume 2	Major Tool (Free)	103.77
9781264440351	Florida Reveal, Geometry, Language Development Handbook, Student Edition	Ancillary (Free)	21.39
9781264440368	Florida Reveal, Geometry, Spanish Student Edition, Volume 1	Ancillary (Priced)	25.44
9781264440399	Florida Reveal, Geometry, Spanish Student Edition, Volume 2	Ancillary (Priced)	25.44
9781264440436	Florida Reveal, Geometry, Student Edition (Hardcover)	Major Tool (Priced)	88.89
9781264506811	Florida Reveal, Geometry, Assessment Resource Book	Ancillary (Free)	49.95
9781265150051	Florida Reveal, Geometry, Comprehensive Student Bundle, 5-year subscription	Ancillary (Priced)	119.55
9781265151133	Florida Reveal, Geometry, Comprehensive Student Bundle, 1-year subscription	Ancillary (Priced)	76.38
9781265151683	Florida Reveal, Geometry, Spanish Comprehensive Student Bundle, 5-year subscription	Ancillary (Priced)	138.63
9781265151720	Florida Reveal, Geometry, Spanish Comprehensive Student Bundle, 1-year subscription	Ancillary (Priced)	95.28
9781265163235	Florida Reveal, Geometry, Standard Student Bundle, 5-year subscription	Major Tool (Priced)	113.88
9781265163693	Florida Reveal, Geometry, Standard Student Bundle, 1-year subscription	Ancillary (Priced)	68.37
9781265164911	Florida Reveal, Geometry, Spanish Standard Student Bundle, 5-year subscription	Ancillary (Priced)	132.03
9781265165567	Florida Reveal, Geometry, Spanish Standard Student Bundle, 1-year subscription	Ancillary (Priced)	89.04
9781265166762	Florida Reveal, Geometry, Hardcover Comprehensive Class Set, 5-year subscription	Ancillary (Priced)	13817.25
9781265168056	Florida Reveal, Geometry, Hardcover Standard Class Set, 5-year subscription	Ancillary (Priced)	13559.55
9781265169046	Florida Reveal, Geometry, Student Hybrid Digital Resource, 1-year subscription	Ancillary (Priced)	48.72
9781265170240	Florida Reveal, Geometry, Digital Student Resource, 5-year subscription	Major Tool (Priced)	91.98
9781265170561	Florida Reveal, Geometry, Digital Student Resource, 1-year subscription	Major Tool (Priced)	41.04
9781265170769	Florida Reveal, Geometry, Digital Teacher Resource, 5-year subscription	Major Tool (Free)	248.79
9781265174521	Florida Reveal, Geometry, Digital Teacher Resource, 1-year subscription	Major Tool (Free)	69.24
9781265223151	Florida Reveal, Geometry, Statewide Assessment Practice Book	Ancillary Package Component	9.99

Bid#: 427			
McGraw Hill LLC			
Florida Reveal Geometry			
Course: Geometry Honors			
9781264373642	Florida Reveal, Geometry, Student Edition, Volume 1	Major Tool Package Component	10
9781264435876	Florida Reveal, Geometry, Student Edition, Volume 2	Major Tool Package Component	10
9781264436125	Florida Reveal, Geometry, Teacher Edition, Volume 1	Major Tool (Free)	10
9781264436170	Florida Reveal, Geometry, Teacher Edition, Volume 2	Major Tool (Free)	10
9781264440351	Florida Reveal, Geometry, Language Development Handbook, Student Edition	Ancillary (Free)	2
9781264440368	Florida Reveal, Geometry, Spanish Student Edition, Volume 1	Ancillary (Priced)	2
9781264440399	Florida Reveal, Geometry, Spanish Student Edition, Volume 2	Ancillary (Priced)	2
9781264440436	Florida Reveal, Geometry, Student Edition (Hardcover)	Major Tool (Priced)	8
9781264506811	Florida Reveal, Geometry, Assessment Resource Book	Ancillary (Free)	4
9781265150051	Florida Reveal, Geometry, Comprehensive Student Bundle, 5-year subscription	Ancillary (Priced)	11
9781265151133	Florida Reveal, Geometry, Comprehensive Student Bundle, 1-year subscription	Ancillary (Priced)	7
9781265151683	Florida Reveal, Geometry, Spanish Comprehensive Student Bundle, 5-year subscription	Ancillary (Priced)	13
9781265151720	Florida Reveal, Geometry, Spanish Comprehensive Student Bundle, 1-year subscription	Ancillary (Priced)	9
9781265163235	Florida Reveal, Geometry, Standard Student Bundle, 5-year subscription	Major Tool (Priced)	11
9781265163693	Florida Reveal, Geometry, Standard Student Bundle, 1-year subscription	Ancillary (Priced)	6
9781265164911	Florida Reveal, Geometry, Spanish Standard Student Bundle, 5-year subscription	Ancillary (Priced)	13
9781265165567	Florida Reveal, Geometry, Spanish Standard Student Bundle, 1-year subscription	Ancillary (Priced)	8



9781265166762	Florida Reveal, Geometry, Hardcover Comprehensive Class Set, 5-year subscription	Ancillary (Priced)	1381.00
9781265168056	Florida Reveal, Geometry, Hardcover Standard Class Set, 5-year subscription	Ancillary (Priced)	1355.00
9781265169046	Florida Reveal, Geometry, Student Hybrid Digital Resource, 1-year subscription	Ancillary (Priced)	4.00
9781265170240	Florida Reveal, Geometry, Digital Student Resource, 5-year subscription	Major Tool (Priced)	9.00
9781265170561	Florida Reveal, Geometry, Digital Student Resource, 1-year subscription	Major Tool (Priced)	4.00
9781265170769	Florida Reveal, Geometry, Digital Teacher Resource, 5-year subscription	Major Tool (Free)	24.00
9781265174521	Florida Reveal, Geometry, Digital Teacher Resource, 1-year subscription	Major Tool (Free)	6.00
9781265223151	Florida Reveal, Geometry, Statewide Assessment Practice Book	Ancillary Package Component	5.00

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McGraw Hill LLC
Florida Reveal Algebra 1
Course: Algebra 1

9781264373611	Florida Reveal, Algebra 1, Student Edition, Volume 1	Major Tool Package Component	13.68
9781264434763	Florida Reveal, Algebra 1, Student Edition, Volume 2	Major Tool Package Component	13.68
9781264434787	Florida Reveal, Algebra 1, Teacher Edition, Volume 1	Major Tool (Free)	103.77 ? F
9781264434855	Florida Reveal, Algebra 1, Teacher Edition, Volume 2	Major Tool (Free)	103.77 ? F
9781264440016	Florida Reveal, Algebra 1, Language Development Handbook, Student Edition	Ancillary (Free)	21.39 ^ 1
9781264440030	Florida Reveal, Algebra 1, Spanish Student Edition, Volume 1	Ancillary (Priced)	25.44
9781264440047	Florida Reveal, Algebra 1, Spanish Student Edition, Volume 2	Ancillary (Priced)	25.44
9781264440450	Florida Reveal, Algebra 1, Student Edition (Hardcover)	Major Tool (Priced)	88.89
9781264505500	Florida Reveal, Algebra 1, Statewide Assessment Practice Book	Ancillary Package Component	9.99
9781264505616	Florida Reveal, Algebra 1, Assessment Resource Book	Ancillary (Free)	49.95 ? F
9781264505845	Florida Reveal, Implementation Guide, High School	Ancillary (Free)	53.4 ? F
9781265147068	Florida Reveal, Algebra 1, Student Hybrid Digital Resource, 1-year subscription	Ancillary (Priced)	48.72
9781265147594	Florida Reveal, Algebra 1, Digital Student Resource, 5-year subscription	Major Tool (Priced)	91.98
9781265148966	Florida Reveal, Algebra 1, Digital Student Resource, 1-year subscription	Major Tool (Priced)	41.04
9781265149345	Florida Reveal, Algebra 1, Digital Teacher Resource, 5-year subscription	Major Tool (Free)	248.79 ? F
9781265150037	Florida Reveal, Algebra 1, Digital Teacher Resource, 1-year subscription	Major Tool (Free)	69.24 ? F
9781265153885	Florida Reveal, Algebra 1, Comprehensive Student Bundle, 5-year subscription	Ancillary (Priced)	119.55
9781265155537	Florida Reveal, Algebra 1, Comprehensive Student Bundle, 1-year subscription	Ancillary (Priced)	76.38
9781265155636	Florida Reveal, Algebra 1, Spanish Comprehensive Student Bundle, 5-year subscription	Ancillary (Priced)	138.63
9781265157241	Florida Reveal, Algebra 1, Spanish Comprehensive Student Bundle, 1-year subscription	Ancillary (Priced)	95.28
9781265158132	Florida Reveal, Algebra 1, Standard Student Bundle, 5-year subscription	Major Tool (Priced)	113.88
9781265159856	Florida Reveal, Algebra 1, Standard Student Bundle, 1-year subscription	Ancillary (Priced)	68.37
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9781265160685	Florida Reveal, Algebra 1, Spanish Standard Student Bundle, 1-year subscription	Ancillary (Priced)	89.04
9781265162931	Florida Reveal, Algebra 1, Hardcover Comprehensive Class Set, 5-year subscription	Ancillary (Priced)	13817.25
9781265163167	Florida Reveal, Algebra 1, Hardcover Standard Class Set, 5-year subscription	Ancillary (Priced)	13559.55

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9781264434923	Florida Reveal, Algebra 2, Teacher Edition, Volume 1	Major Tool (Free)	103.77 ? F
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9781264440078	Florida Reveal, Algebra 2, Language Development Handbook, Student Edition	Ancillary (Free)	21.39 ^ 1
9781264440085	Florida Reveal, Algebra 2, Spanish Student Edition, Volume 1	Ancillary (Priced)	25.44
9781264440108	Florida Reveal, Algebra 2, Spanish Student Edition, Volume 2	Ancillary (Priced)	25.44
9781264440535	Florida Reveal, Algebra 2, Student Edition (Hardcover)	Major Tool (Priced)	88.89
9781264505937	Reveal Math ACT Practice	Ancillary Package Component	9.99
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9781264506392	Florida Reveal, Algebra 2, Assessment Resource Book	Ancillary (Free)	49.95
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9781265194710	Florida Reveal, Algebra 2, Spanish Standard Student Bundle, 1-year subscription	Ancillary (Priced)	89.0¢
9781265197520	Florida Reveal, Algebra 2, Hardcover Comprehensive Class Set with ACT Practice, 5-year subscription	Ancillary (Priced)	13817.2¢
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9781265198640	Florida Reveal, Algebra 2, Student Hybrid Digital ACT Resource, 1-year subscription	Ancillary (Priced)	48.7¢
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Lauren Hamilton
Instructional Materials Specialist
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FD0E_Public Schools Signature (005)

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From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Thursday, April 21, 2022 10:22 AM EDT
To: dparker@radeylaw.com <dparker@radeylaw.com>
CC: Baumbach, Amber; Seeds, Cathy
Subject: FW: 21-22 Instructional Materials Mathematics State Adopted List
Attachment(s): "Bid 455- Grade 1.pdf", "Bid 459-Grade 5.pdf", "Bid 465- Grade 6 Accelerated.pdf", "HMH-Appeals K-12 Mathematics Adoption.xlsx", "image001.png"

Please see below information regarding your request.

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Hamilton, Lauren
Sent: Wednesday, April 20, 2022 4:26 PM
To: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>
Cc: Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Hi Tavi,

Thank you so much for your inquiry. Attached is our initial findings from the review process of both standards alignment(full evaluations for materials attached) and any special topics findings. Only materials and standards that were rated at a 3-Fair or below, are of interest for the purpose of non-adoption. All findings are attached to this email and we welcome further conversation regarding these findings and ensuring all your materials are appropriate for Florida classrooms.

Also, please advise if you believe you have proprietary materials of a nature that would prevent the department from disclosing them as public records. If so, please identify the grounds for that claim.

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
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FDOE_Public Schools Signature (005)

From: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>
Sent: Monday, April 18, 2022 9:27 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Jacobson, Lisa <Lisa.Jacobson@hnhco.com>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Good morning Lauren - HMH would like to request copies of all reviewer reports for HMH programs reviewed for this math adoption.

Thank you,
Tavi

Lataviance Taylor
Lead, Bids & Contracts Specialist
Business Desk, South Area

Houghton Mifflin Harcourt
9400 Southpark Center Loop
Orlando, FL 32819
Office: 407.345.2352
Fax: 407.352.1318
hmhco.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Friday, April 15, 2022 3:13 PM

Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

This message originated from outside your organization

If you wish to appeal any adoption decision, please see our policies and procedures document on our instructional materials website. [POLICIES AND PROCEDURES \(fldoe.org\)](http://POLICIES AND PROCEDURES (fldoe.org))

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
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850-245-0882 Office
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FDOE_Public Schools Signature (005)

From: Hamilton, Lauren

Sent: Friday, April 15, 2022 2:23 PM

Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon publishers,

The 2021-2022 Mathematics Instructional materials State Adopted list is now available on our webpage here: [2021-2022 K-12 Mathematics Adoption list \(fldoe.org\)](http://2021-2022 K-12 Mathematics Adoption list (fldoe.org))

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
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Florida Department of Education
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FDOE_Public Schools Signature (005)

Reviewer's Name: Michelle Hoover

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: [Grade One Mathematics](#)

Bid ID: 455

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

4 - Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

Overall, the material presented is organized in a manner that provides easy and predictable usability for teachers and students. The student material provides access at majority of the benchmarks at an appropriate conceptual level for students. Earlier lessons within a concept elicit the use of models/manipulative, or provide visual aids that support learners in access the content. As students progress through out each lesson the complexity of questions increases. Students are also engaged in MTRs through purposefully placed pauses within the

text. A weakness to be aware of is over scaffolding within lessons through provided models or equation set ups. While some scaffolding may be necessary, the primary focus should be the student work and thinking, and not just filling in the blanks in the student work. The teacher material supports the learning through questioning and appropriate instructional strategies. Both resources clearly state the objectives and aligned benchmarks.

Standard	Description	Reviewer Rating	Rating Justification
MA.1.AR.1.1	Apply properties of addition to find a sum of three or more whole numbers.	5 - Very Good Alignment	Lessons on SE Pages 369-386 include representations with snap cubes and a ten frame. The numbers provided support doubles and make a ten strategies. All problems presented are within a sum of 20.
MA.1.AR.1.2	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	5 - Very Good Alignment	Multiple opportunities throughout the student work where students are provided context and must determine the operation through reasoning. For example, in Chapter 10, Lesson 6, students must interpret the context, select add or subtract and then record an number sentence to solve. Scenarios are represented with numbers, pictures and words.

MA.1.AR.2.1	Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.	4 - Good Alignment	Missed opportunities for format of $c = a + b$. Student work has no context and context examples of standard. Connections made to other models and strategies.
MA.1.AR.2.2	Determine and explain if equations involving addition or subtraction are true or false.	5 - Very Good Alignment	Items focus on true and false. There is a mix of operations being related on both sides of the question as well as opportunities for multiple addends.
MA.1.AR.2.3	Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.	4 - Good Alignment	Problem types vary according to the Situations Involving Operations with Numbers chart. There is a heavier focus on Result and Change unknown in contexts provided. Amble experiences to find missing numbers in any position in pre-written equations.
MA.1.DP.1.1	Collect data into categories and represent the results using tally marks or pictographs.	3 - Fair Alignment	Data sets do not include any examples of defining attributes of geometric figures to categorize.
MA.1.DP.1.2	Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories.	5 - Very Good Alignment	Problems used the data and scenarios to apply addition and subtraction.
MA.1.FR.1.1	Partition circles and rectangles into two and four equal-sized parts. Name the parts of the whole using appropriate language including halves or fourths.	5 - Very Good Alignment	Lessons use grade appropriate terms such as halves and fourths. There are

			various representations and orientations of circles and rectangles partitioned as examples and non examples.
MA.1.GR.1.1	Identify, compare and sort two- and three-dimensional figures based on their defining attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders.	4 - Good Alignment	Multiple opportunities to identify defining attributes, but limited opportunity to identify a figure based on given defining attributes
MA.1.GR.1.2	Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.	2 - Poor Alignment	The standard reads "Sketch two-dimensional figures when given defining attributes." There are limited examples of where this is evident. Only a few examples can be seen on page 542, questions 14-16. Here an attribute is given and students are asked to sketch the shape. (Ex. Meg draws a shape with 6 sides.)
MA.1.GR.1.3	Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.	5 - Very Good Alignment	Multiple lessons and examples for 2D and 3D shapes that involve composing, decomposing and identifying the geometric shapes involved. Lessons include examples of the use of 3D solid manipulatives and pattern blocks for students to access the concept.

MA.1.GR.1.4	<p>Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.</p>	<p>3 - Fair Alignment</p>	<p>While there are many examples of real-world objects for stand alone figures (balls, cones, cans, etc), there are only a few real-world examples of items with multiple identifiable geometric figures. One example that does align to the standard is question 9 on page 506. This requires students to identify the geometric figures in an ice cream cone. In most other examples, they are identifying the geometric figures in composed shapes, but they are not real-world objects, but rather just composed by two stacked images.</p>
MA.1.M.1.1	<p>Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.</p>	<p>5 - Very Good Alignment</p>	<p>Items align to the standard for estimation. Lessons prior to using a ruler use tiles to build understanding of counting units to measure. Rules presented in the text all start at zero.</p>
MA.1.M.1.2	<p>Compare and order the length of up to three objects using direct and indirect comparison.</p>	<p>5 - Very Good Alignment</p>	<p>Opportunities for 3 items compared directly and also for indirect comparison.</p>
MA.1.M.2.1	<p>Using analog and digital clocks, tell and write time in hours and half-hours.</p>	<p>4 - Good Alignment</p>	<p>Focus on time to the hour then half hour introduced with one-</p>

			handed clock. Lacks connections to partitioning circles in half for half hour.
MA.1.M.2.2	Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.	2 - Poor Alignment	Resource provides images of both sides of coins. Limited opportunity to simply identify coins by name or value without having to count combinations. No reference seen that related each coin to how many equal a dollar.
MA.1.M.2.3	Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to \$100. Use the ¢ and \$ symbols appropriately.	2 - Poor Alignment	The benchmark reads "Find the value of combinations of pennies, nickels and dimes up to one dollar." The resource has lessons that also include quarters with in collections which is beyond the benchmark. Examples include problem 2 on page 394 where there is a quarter image in a series of nickels and all counting collection questions in Chapter 9 Lesson 3. Sole lesson (Chapter 9 Lesson 6) on counting bills only has examples of collections of like bills.
MA.1.NSO.1.1	Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100.	4 - Good Alignment	Resources focus on counting sequences by 1s, 2, and 5s. Visual resources such as hundreds charts are provided. Attention to

			patterns is not called out within resources.
MA.1.NSO.1.2	Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.	2 - Poor Alignment	Majority of work has students representing numbers as tens and ones (Ex. 4 tens + 7 ones) with limited connections to expanded form (ex. 40+7). Students are not presented with word form and asked to relate it to the corresponding expanded or standard form.
MA.1.NSO.1.3	Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.	4 - Good Alignment	Chapter 2 Lesson 6 is the primary connection to this benchmark. It provides opportunities for students to think about the same number in two different ways flexibly. They are not provided any visual aids to assist their thinking in the print. Chapter 2 Lesson 3 connects ones to tens (ex. 30 ones = 3 tens)The remaining referenced lessons and student pages focus on composing and decomposing based solely on the place value of each digit, not in a flexible manner.
MA.1.NSO.1.4	Plot, order and compare whole numbers up to 100.	5 - Very Good Alignment	Builds connection between plotting on a number line and ordering.

MA.1.NSO.2.1	Recall addition facts with sums to 10 and related subtraction facts with automaticity.	4 - Good Alignment	Facts align to benchmark and fluency requirements.
MA.1.NSO.2.2	Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.	4 - Good Alignment	The relationship between addition and subtraction is more explicit in Chapter 10 lessons about related facts. Earlier chapters focus on adding and subtracting, but during instruction teachers would have to facilitate learning on efficiency using this relationship.
MA.1.NSO.2.3	Identify the number that is one more, one less, ten more and ten less than a given two-digit number.	5 - Very Good Alignment	Features include base ten clocks and hundred charts.
MA.1.NSO.2.4	Explore the addition of a two-digit number and a one-digit number with sums to 100.	4 - Good Alignment	Chapter 6 Lessons 10 and 11 include problems with a two-digit addended greater than 20 and varying representations including models, number lines and place value.
MA.1.NSO.2.5	Explore subtraction of a one-digit number from a two-digit number.	2 - Poor Alignment	All example problems have a minuend less than 20.
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. 	5 - Very Good Alignment	Students have opportunities to engage in open ended tasks that provide them time to grapple and preserve individually and collaboratively by responding in their own way and then sharing.

	<ul style="list-style-type: none"> • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. 		
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 	<p>5 - Very Good Alignment</p>	<p>Various lessons include the use of tools such as base ten blocks and number lines, as well as visual models for students to access and represent problems. Lessons are sequences through the progression of concrete, representational then abstract.</p>
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. 	<p>5 - Very Good Alignment</p>	<p>Lessons correlate to the correct level of fluency to the benchmark. Example: Chapter 7 Lesson 3 students use strategies that support automaticity.</p>

	<ul style="list-style-type: none"> Use feedback to improve efficiency when performing calculations. 		
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. 	5 - Very Good Alignment	<p>Lauch tasks such as the one one page 3 provides opportunities for discourse amongst students. There are also embedded discourse questions with the text such as the one one page 273.</p>
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. 	4 - Good Alignment	<p>Evidence of connections to patterns in math that hold true. Example pg. 261, students are asked to make connection to known fact to solve new problem.</p>

	<ul style="list-style-type: none"> Connect solutions of problems to more complicated large-scale situations. 		
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. 	3 - Fair Alignment	Missed opportunities for estimating solutions outside of the measurement unit.
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	5 - Very Good Alignment	Examples are real-world and applicable to students.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Students have opportunities to reference the task or their own work to explain and justify their work.

ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Text is written at an appropriate level for students to access.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	During embedded three reads, students are asked to make inferences based on the reading.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Active participation stems are embedded that promote students to explaining their thinking through discussion.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Students apply skill learned in Unpack and Draw and Model in independent practice of the materials.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Math Talk stems promote formal math language.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	TE supports ELL with multilingual entry points and mini "in the moment" tasks
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	TE supports ELL with multilingual entry points and mini "in the moment" tasks

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Most lessons aligned to state standards and the supporting documents. A few standards that were either addressed incorrectly or incomplete were

		MA.1.NSO.1.2 (lacking word form and minimal expanded form), MA.1.NSO.2.5 (no subtraction problems go beyond a minuend of 19), and MA.1.M.2.3 (combinations include quarters).
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Tasks allow students to interact with the math aligned to the benchmark. Students have opportunities to draw models, use tools and write equations throughout the text.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	The adaptive practice of Waggle meets students on their personalized path to develop concepts. The TE also provides resources for in the moment lesson shifts with Reteach and Enrich pages.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	The material, as seen on pages 67 and 68, provide students time to access on their own and with supports on the page to understand the content.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	At times there is too much support such as problems 1-4 on page 184 which can cause students to "fill in the blank" vs understand the content.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	At times there is too much support such as problems 1-4 on page 184 which can cause students to "fill in the blank" vs understand the content.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	Lessons are appropriate for a standard teaching block.

8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Content aligns to benchmarks and other BEST documents.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Content aligns to benchmarks and other BEST documents.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No noticed errors.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	No evidence of bias.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Models through the material were representative of common tools, manipulatives, resources and representations that are aligned to the benchmarks including, but not limited to: base ten blocks, snap cubes, counters, ten frames, hundred charts, equations, part/part/whole models, and bar models.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	No evidence of errors found.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Content aligns to benchmarks and other BEST documents.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Real-world problems that drive the lessons are appropriate and relevant throughout. .
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Real-world problems that drive the lessons are appropriate and relevant throughout. .
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Relevant context includes scenarios that students may experience at school (example page 213, Unlock the Problem)

		involving crayons. This allows all students to have access regardless of experiences.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	The material provides opportunities to connect science and social students through additional tasks provided in the TE. Example on TE page 439
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	The visual and contextual portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	The material portrays people and animals ethically.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Overall the content of the benchmarks are covered.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	The resources provide material for instruction and additional practice. The online student adaptive program supports this practice as well with limited additional prep.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	All components are aligned with one another.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Materials are organized in a consistent and easy to follow manner.

4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Narrative and visuals engage students
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Content is paces and organized in a way that makes it accessible to students.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	The aligned print and digital components allow for all students to access the materials.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	The material is easy to access and read for both teacher and student. Students are presented with appealing visual pages that also provide adequate work space.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	At the beginning of each lesson, teachers are provided a "Focusing on the Whole Student" section to motivate students to learn. These include topics such as self management as a learner (page 25B) and accessing prior knowledge (page 49B).
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	The materials address the big ideas as aligned with BEST
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	The TEs present clear objectives and connections for every unit (example. TE 49B) with correlating I Can statements on student pages (Example SE 49)

<p>4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.</p>	<p>4 - Good Alignment</p>	<p>Lessons are set up in a gradual release format after an open task. Students have examples to reference and problem increase in difficulty throughout lessons.</p>
<p>5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.</p>	<p>3 - Fair Alignment</p>	<p>The TE materials provide some resources for adaptations based on language support. The Chapter at a Glance (example TE 47A) provides guidance around intervention and enrichment. There is little support during the lesson for adaptation for adaptations due to various needs.</p>
<p>6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.</p>	<p>5 - Very Good Alignment</p>	<p>Tasks such as SE page 61 provide opportunities to mentally challenge students while still providing access to tools to solve.</p>
<p>7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.</p>	<p>4 - Good Alignment</p>	<p>Tasks and activities are aligned to learning objectives. The materials also provide for differentiated centers that align to skills.</p>
<p>8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.</p>	<p>5 - Very Good Alignment</p>	<p>Strategies align to the benchmarks taught.</p>
<p>9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.</p>	<p>5 - Very Good Alignment</p>	<p>Through the MTRs, instructional strategies are embedded through out the materials.</p>
<p>10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.</p>	<p>5 - Very Good Alignment</p>	<p>Summative assessments align to skills and strategies in the unit. (Example TE 106A)</p>
<p>11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.</p>	<p>4 - Good Alignment</p>	<p>Example (TE page 243) provides guidance based on learning objectives and student outcomes. There is not the same guidance for the summative assessment, but this</p>

		would be beneficial for teachers to respond to data.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	The material has applied the MTRs strategically throughout the lessons.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	The material incorporates multiple instructional teaching strategies as well as appropriate skills and strategies for students to access the content.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No evidence observed of CRT
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence observed of Culturally Responsive Teaching as it relates to CRT
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence observed of Social justice as it relates to CRT
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	No evidence observed of solicitation of SEL

noticed some errors within the materials (grammatical, wrong coins shown, etc) as listed in my justifications. I am only recommending these materials for adoption based on the score average, but would highly recommended editing of the materials.

Standard	Description	Reviewer Rating	Rating Justification
MA.1.AR.1.1	Apply properties of addition to find a sum of three or more whole numbers.	4 - Good Alignment	<p>The first four examples were good. They included problem types with addition of three or more whole numbers within 20. The SE p.471-476 was incredibly confusing and unnecessary for this standard. The diagram reminded me of part part whole and it would not be easy for children to discern that they were supposed to add across. There is no where for them to show their work, write an equation, or write a strategy to solve when students are supposed to be identifying facts to practice procedural reliability. There is also an error on problem 11 p.42... it is either grammatical or missing something. The wording was very confusing through the first grade lense.</p>

<p>MA.1.AR.1.2</p>	<p>Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.</p>	<p>4 - Good Alignment</p>	<p>Majority of the problems appear to follow the standard and the clarifications. I am, however, concerned about the placement in the book and the problem difficulty level. It seems that students are adding within 10 in Chapter 4. The textbook has them counting and filling in missing numbers to 120, as well as skip counting in chapter 1. That does not make sequential sense, as students need to explore numbers within 20 before expanding to 120. On SE p.203 there is also a problem where students add three numbers, which is not part of the standard.</p>
<p>MA.1.AR.2.1</p>	<p>Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.</p>	<p>5 - Very Good Alignment</p>	<p>The materials gave good instruction and practice on relating subtraction to addition within 20.</p>
<p>MA.1.AR.2.2</p>	<p>Determine and explain if equations involving addition or subtraction are true or false.</p>	<p>3 - Fair Alignment</p>	<p>Clarification 2 states: "Problem types are limited to an equation with no more than four terms." The Listen and Draw on p.477, #13 on p.480, and #7 on 481 contain 5 terms, which does not align to the standard and clarifications. Also, many problems</p>

			<p>focusing on matching like facts, but do not focus on the meaning of the equal sign. It is mentioned in the instruction, but does not appear the main goal as stated in clarification 1. This is a very challenging topic for first graders, and more practice that did not involve the balancing of equations (also not the standard), would be more appropriate. For example, #1-6 on p.481 does this well.</p>
<p>MA.1.AR.2.3</p>	<p>Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.</p>	<p>5 - Very Good Alignment</p>	<p>There is a lot of great practice that helps students understand missing addends and using related facts to solve. While I understand why #11-13 on p. 462 were included, I found it to be confusing for students. We want them to gain a deeper understanding of how numbers relate, not just a method to plug in numbers without any meaning added to it.</p>
<p>MA.1.DP.1.1</p>	<p>Collect data into categories and represent the results using tally marks or pictographs.</p>	<p>3 - Fair Alignment</p>	<p>Completely skips clarification #1 and does not relate the tally marks to skip counting by 5's. The opportunity is there to create those questions and connections, but it</p>

			<p>was not explicitly stated with the tally marks. I looked in the TE and could also not find any indication that the teacher was supposed to go over skip counting by 5's with tally marks. There is also nothing on defining attributes of geometric shapes as stated in clarification 1. For example students could tally how many shapes had 4 or more sides, as the color of the shapes in the included questions were not defining attributes of a shape. There is some good practice of reading and filling in pictographs and tally charts that do align.</p>
<p>MA.1.DP.1.2</p>	<p>Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories.</p>	<p>5 - Very Good Alignment</p>	<p>Great practice for interpreting data and calculating. I would recommend focusing on adding more addition problems.</p>
<p>MA.1.FR.1.1</p>	<p>Partition circles and rectangles into two and four equal-sized parts. Name the parts of the whole using appropriate language including halves or fourths.</p>	<p>4 - Good Alignment</p>	<p>The lessons are good, but they do not relate with each other until the chapter review. After learning halves and fourths, it would be great mixed practice for students to identify which is which. Also, p.569 is confusing because the triangle shown in the question is not the</p>

			type of triangle they will draw. That is very confusing for first graders.
MA.1.GR.1.1	Identify, compare and sort two- and three-dimensional figures based on their defining attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders.	2 - Poor Alignment	The mark is missed on defining attributes of 3d shapes. Only informal language is used (flat and curved), and is missing critical academic vocabulary as mentioned in the clarifications (edges and faces). Instead of curved not curved, focus on the academic language of these 3d shapes have (or do not have) faces or edges. The 2d shapes had better practice and vocabulary. Also, on p.533 of the SE I saw nothing that described open and closed shapes to students. I can only assume that was what was to be done there? It was not in the directions for the teacher at the bottom either.
MA.1.GR.1.2	Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.	2 - Poor Alignment	P.521-526 do not align with the standard at all. It is only 2d shapes based on their attributes, not the attributes of a 3D shape. P.539-544 does a better job, however the problems needs to include more types like #14-16, as students are supposed to draw a figure based

			on the attributes, not draw a figure and then list the attributes.
MA.1.GR.1.3	Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.	3 - Fair Alignment	Chapter 12 Lesson 5 uses fourths instead of semi-circles as described in the standard and the clarifications. There are some good examples of composing and decomposing 2d and 3d shapes, however it is lacking the much needed vocabulary. It only shows the pictures, but never uses or at least includes words to help students make the connection between the shape and its name. This is a critical foundational skill for young students. I notice a lot of the problems are written for students to be able to independently read, but the expectation for first graders does not include the ability to read every problem. They really need this vocabulary as it is used in the standards.
MA.1.GR.1.4	Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.	5 - Very Good Alignment	There were good examples and practice for 2d and 3d shapes.

<p>MA.1.M.1.1</p>	<p>Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.</p>	<p>2 - Poor Alignment</p>	<p>The clarifications were clear that students would be estimating with inches. Chapter 14 Lesson 3 focuses on estimating with centimeters, which is not part of the standard. There was also a heavy emphasis in using a tile and unit cube to measure instead of a ruler at first. Non standard units of measurement are not covered in this standard. There were some appropriate items like measuring from 0 in inches and centimeters with real world objects, but overall the lessons do not fully match the standard MA.1.M.1.1. accurately.</p>
<p>MA.1.M.1.2</p>	<p>Compare and order the length of up to three objects using direct and indirect comparison.</p>	<p>2 - Poor Alignment</p>	<p>Chapter 14 Lesson 3 does not align as it discusses estimating measurement instead of comparing objects in specific units. Chapter 14 Lesson 5 was okay, but lacked a lot of visuals that students need when comparing lengths. There were a lot of problems where they draw the picture instead of having them select and/or order objects by length or unit of measure. Number 14 on p.622 also has students draw</p>

			4 objects when the clarification explicitly states it will only be up to 3 objects compared.
MA.1.M.2.1	Using analog and digital clocks, tell and write time in hours and half-hours.	2 - Poor Alignment	There is no discussion or use of the vocabulary for digital and analog. The missing minute hand is not a realistic representation of an actual clock. Students need to see where the minute hand is to be considered o'clock. Same with "half past". There is no mention partition of circles in clarification 2.
MA.1.M.2.2	Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.	1 - Very Poor/No Alignment	The materials focus more on the counting of coins as stated in MA.1.M.2.3 instead of the identification of coins as described in standard MA.1.M.2.2. #2 on SE #394 also has a major error of using a quarter instead of a nickel in the problem. I also find it confusing that they introduce coins that are not typically circulated (the Lewis and Clark nickel) on the first page. While it is important for students to see the different types of coins, the focus of this standard is identification, and there was barely an introduction into the

			original nickel. The materials really lack on explicit identification of coins, which is critical for students that are more used to digital currency than physical currency. There is nothing that discusses how many of each coin makes up a dollar or even how many cents are in a dollar bill. Another critical piece of this standard missed.
MA.1.M.2.3	Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to \$100. Use the ¢ and \$ symbols appropriately.	2 - Poor Alignment	Please read the clarifications for this standard. The materials provided majority of the practice counting groups of coins with quarters or counting groups of just quarters, which is not part of the standard. Please only include pennies, nickels, and dimes. Also, there was a lack of focus on the skip counting strategies to count coins.
MA.1.NSO.1.1	Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100.	4 - Good Alignment	There is a lot of good practice counting by 1s forwards and backwards and skip counting. The problem is, which counting backwards, students are being taught the 100s chart which only goes forward. Having

			<p>them count backwards in the same direction that they are counting on is very confusing. I would recommend you put the largest number at the end (on the right) that they are counting back from (to the left). This also goes with a reading skill or reading in order from left to right. It would make sense to them that backwards is from right to left. Also, the hundreds chart is not helpful if they are only using it within 20. It is helpful to have random holes for them to fill as practice.</p>
<p>MA.1.NSO.1.2</p>	<p>Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.</p>	<p>3 - Fair Alignment</p>	<p>Most of the examples for expanded form was based on __tens+__ones when it should be the actual number made by the tens plus the ones (for example 70+5). This is all outlined in the clarifications of the standard. Also, word form beyond 19 and multiples of ten (i.e. fifty) are never discussed and the standard states that students must be able to read numbers in word for from 1-100 (not write/spell, just read and identify). The representation with the ten frames and the ten rods/ones were</p>

			great representation. The way expanded form is written just needs to be changed based on the clarification. That is more based on standard MA.1.NSO.1.1.
MA.1.NSO.1.3	Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.	4 - Good Alignment	This is done well. There is a lot of practice for students to write _tens and _ones. There is some practice to write a number in multiple ways with tens and ones, but not a lot of explicit instruction or guidance in the TE to help students generate ideas.
MA.1.NSO.1.4	Plot, order and compare whole numbers up to 100.	4 - Good Alignment	p.122 #1-4, the lines where students complete the sentence is confusing. They need to include a word bank or something so students know what they are doing on that line. There are good comparing problems, problems to arrange numbers in sequential order, and problems for plotting numbers. The problem I have is the lack of visible examples for students available. It is also helpful for students using the materials at home to have examples so that

			parents can better support their students.
MA.1.NSO.2.1	Recall addition facts with sums to 10 and related subtraction facts with automaticity.	5 - Very Good Alignment	This was actually done very well. Choosing problems that causes students to use the communitive property of addition, as well as making a ten to add, really helps with their procedural reliability, which leads to automatic fact fluency.
MA.1.NSO.2.2	Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.	4 - Good Alignment	p.156 #9-11 is very confusing and does not help with procedural reliability since students have to interpret shapes to find out the numbers. However, there is a lot of good practice that allows students to use the communitive property, related facts, etc in order to problem solve. I would include more word problems to help cover this standard to increase rigor and real world application since the focus is procedural reliability and not automatic recall of those specific facts.
MA.1.NSO.2.3	Identify the number that is one more, one less, ten more and ten less than a given two-digit number.	5 - Very Good Alignment	This followed the standard and clarifications of ten more and ten less. I would suggest more practice for ten more,

			ten less, as skip counting by tens from 0 is technically not what is being called for in the standard.
MA.1.NSO.2.4	Explore the addition of a two-digit number and a one-digit number with sums to 100.	3 - Fair Alignment	Examples from p.279-296 were not rigorous enough to cover this standard, as most were two single digit numbers. The SE p.303-308 did a much better job covering this material, however there was not enough practice for this type of standard. There needs to be more opportunities to explore with the various strategies.
MA.1.NSO.2.5	Explore subtraction of a one-digit number from a two-digit number.	2 - Poor Alignment	The two digit numbers in the problems did not go beyond 20. The clarification even give the example of 37, showing that it is expected for students to subtract single digits from numbers greater than 20.
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. 	4 - Good Alignment	There are a few activities available for students to work independently or to discuss as a class (i.e. Math on the Spot, Math Talk, "For the Teacher" problems, etc). While these problems are good, there is a bit missing on an engaging class discussion. The

	<ul style="list-style-type: none"> • Help and support each other when attempting a new method or approach. 		teacher could facilitate these discussions with some ideas listed in the TE, but the amount of questions on this MTR is limited.
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 	5 - Very Good Alignment	This was done very well throughout the HMH materials. Many problems were presented in a variety of ways, allowing for students to practice various strategies. There were problems given that encouraged the use of manipulatives, drawing, etc.
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. 	5 - Very Good Alignment	HMH materials contained a number of tasks that allowed for the practice of mathematical fluency. There were many opportunities for students to practice a variety of strategies to determine the best way (or a different way) to solve a problem.

	<ul style="list-style-type: none"> Use feedback to improve efficiency when performing calculations. 		
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. 	4 - Good Alignment	<p>There are a variety of opportunities for students to share and talk with one another about their mathematical thinking and processes. I do believe there could be more rigor within the embedded questions listed in the student text. For example, on p. 569 it just asks a yes or no question and says for students to explain. It needs to go a little deeper into discussing the differences and similarities between student thinking.</p>
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. 	4 - Good Alignment	<p>This was done well in the HMH materials. In some of the examples of materials listed, a bit more rigor could be added to connecting relationships. Ideas were kept more isolated on some topics instead of building off of each other.</p>

	<ul style="list-style-type: none"> Connect solutions of problems to more complicated large-scale situations. 		
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. 	5 - Very Good Alignment	The related facts did a great job of showing justification.
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	5 - Very Good Alignment	There multiple opportunities for students to apply math problems to real world contexts.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Students are allowed to explain evidence in their oral explanations of problems. However, to better incorporate this ELA standard, I would recommend

			addressing this skill during word problems. Also, by allowing students to provide a written response, as in first grade the clarification explains that students will not only do this orally, but will start to write their justifications with support as well.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Many of the problems in the HMH curriculum are written in student friendly language.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	This was done very well in the shapes unit. While I disagree with some of the vocabulary terms used as described in previous justifications (i.e. saying flat surface instead of faces), the strategies used really help with inferencing. There were also items in the TE that supported this ELA standard as well.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	There are a good opportunities for practicing explaining thinking with students. I would suggest even more opportunities for student sharing and collaboration, but the ones provided followed the ELA standard.

ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	There were ample opportunities to practice a variety of strategies in the materials.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Academic language was taught throughout the lessons and students were given opportunities to share using this language, or to justify in more social terms. The Write Math sections also allowed opportunities to practice this ELA skill.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	There is a section for multilingual support in the TE.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	The multilingual section discussed using more social terms to help incorporate new academic skills and language taught.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	3 - Fair Alignment	As mentioned in standards' comments and justifications, some things aligned well and some did not. It looks as if the writer did not access the clarifications of the standards.

<p>2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.</p>	<p>3 - Fair Alignment</p>	<p>Some items lacked rigor (for example, some of the addition and subtraction problems were too simple) and some were more challenging than the clarifications explained (for example adding quarters for the money unit was not part of the benchmark).</p>
<p>3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.</p>	<p>2 - Poor Alignment</p>	<p>In its current state, the materials would just be very supplemental. The scope and sequence does not seem appropriate, and some of the benchmarks do not follow clarification guidelines. In my own first grade classroom, a lot of the materials would need to be altered to better fit the standards, edited due to errors, have numbers changed due to lack of rigor, or materials omitted due to not aligning with standard clarifications.</p>
<p>4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.</p>	<p>3 - Fair Alignment</p>	<p>Some topics (such as coin identification) are glazed over, while others go into sufficient detail about topics.</p>
<p>5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.</p>	<p>2 - Poor Alignment</p>	<p>No, see previous justifications about not following the clarifications of standards.</p>
<p>6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.</p>	<p>3 - Fair Alignment</p>	<p>See comments above. The materials do not always reflect the clarifications.</p>
<p>7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.</p>	<p>3 - Fair Alignment</p>	<p>Sometimes more time was spent on a simple topic (i.e. adding to 10 or 20) and not enough time was spent on other topics.</p>

Reviewer's Name: Brooke Erdman

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: [Grade One Mathematics](#)

Bid ID: 455

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

3 - Fair Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

As a first grade teacher myself that has gone through a rigorous overview of the new Florida BEST Standards, I would not feel like I could utilize these materials cover to cover. The materials, while mostly comprehensive, do not take into account many of the clarifications listed. It appears as though the standards were just read and materials were based solely on that. The materials are student friendly, and the TE is easy to follow and read. I do not agree with the scope and sequence of the materials, as previously mentioned in my justifications. I also

8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	The sources reflected expert knowledge of the content.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	While the sources showed expertise in mathematics, there seemed to be a need for more knowledge of foundational primary instruction, as well as the new standards and their clarifications.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	2 - Poor Alignment	There were some major errors as previously described in the justifications. There needs to be some proofing done throughout the materials.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	No bias noted.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Yes, the content was representative of the materials.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	3 - Fair Alignment	There were some errors that need to be addressed, as mentioned in previous justifications.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	2 - Poor Alignment	The clarifications of the new standards needs to be reviewed by the writers.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	2 - Poor Alignment	I would recommend that the materials' writers review the new standard clarifications to correctly align the materials to the current standards.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Yes, the materials were visually appealing and relevant for students.

17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Yes, the word problems and content were meaningful to students.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Yes, there were ELA connections within the materials.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	Yes, while not many students were portrayed, the names and few visuals in the materials represented multiple ethnic groups. There was no bias noted.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	No issues noted.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	The clarifications of the standards really need to be reviewed by the writers.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	There are a number of good resources available for students and teachers within the consumables and online resources. There are additional materials available to teachers to help learners that need more assistance or intervention.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Yes, it aligns with other components.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	2 - Poor Alignment	I do not agree with the scope and sequence of the materials. It does not make logical sense with the new standards to present numbers 1-120 before

		having students add and subtract within 10. Students really need to explore facts within 20 before moving to numbers beyond 20. Counting to (on and from numbers within) 120 is more challenging to students than adding within 10 and 20. Also, greater than/less than (the words) should be introduced before the symbols, not together. There are many small instances like this throughout the materials where it could be organized better to fit the foundational needs of younger students.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Yes, the materials are visually engaging and easy to understand as a whole.
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	This is usually done well. There are a few instances where too much time was spent on less rigorous items and not enough time was spent on more other standards (see previous justifications).
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	Captions are available, it is compatible with assistive technology, etc.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Overall, the presentation is good. The scope and sequence of items really does need to be reviewed to help students learning foundational mathematics.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	The student consumables are laid out to engage young students. There are some online components that can also engage students. I do think more colorful pictures could be used throughout to help students especially with word problems.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Yes, the materials go through the standards based on main ideas and themes. I still recommend the writers review the clarifications to make sure the materials are teaching the correct points of standards and topics.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Yes, the materials are clear and the outcomes are clear as well.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	Yes, the TE also gives points for the teacher to cover.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Yes, many of the topics covered present a variety of strategies for students to try. Materials appear to be easily adaptable to meet the needs of struggling learners, as the TE has options for students needing interventions.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	There are multiple opportunities for students to engage mentally, as well as physically with manipulatives.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	The activities were good, however some discussions lacked rigor and deeper thinking. See previous justifications for examples.

<p>8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.</p>	<p>5 - Very Good Alignment</p>	<p>There are multiple strategies listed that can help young learners grasp foundational concepts (for example using base ten blocks for adding and subtracting, not the standard algorithm).</p>
<p>9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.</p>	<p>3 - Fair Alignment</p>	<p>Most of the strategies are good, however, some important connections are missing with some standards due to the clarifications of standards not being fully incorporated. For example, in the unit with coins, there was no emphasis on skip counting in order to count coins.</p>
<p>10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.</p>	<p>4 - Good Alignment</p>	<p>The assessments shown in the TEs aligned to what the materials covered. The loss of one point was because of the materials not aligning completely with learning outcomes in regards to the standards.</p>
<p>11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.</p>	<p>3 - Fair Alignment</p>	<p>As stated above, the assessments are effective with the materials presented, but do not fully align with the standards based on clarifications.</p>
<p>12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.</p>	<p>5 - Very Good Alignment</p>	<p>Yes, the UDL covers materials that consider all students' needs.</p>
<p>13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?</p>	<p>4 - Good Alignment</p>	<p>Yes, the materials cover ELA expectations and majority of the MTRs with either good or very good alignment.</p>
<p>14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)</p>	<p>4 - Good Alignment</p>	<p>Overall the submission does a good job to support learning requirements. Edits to align</p>

		materials to follow instructional standards' clarifications is needed.
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Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	There was no evidence of CRT in the materials.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	There was no evidence that Culturally Responsive Teaching was discussed in the materials.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Yes, it omits Social Justice.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	There is no solicitation of SEL.

Reviewer's Name: Michelle Hoover

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

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Edition: N/A

Grade Level: K-5

Course: [Grade One Mathematics](#)

Bid ID: 455

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

4 - Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

Overall, the material presented is organized in a manner that provides easy and predictable usability for teachers and students. The student material provides access at majority of the benchmarks at an appropriate conceptual level for students. Earlier lessons within a concept elicit the use of models/manipulative, or provide visual aids that support learners in access the content. As students progress through out each lesson the complexity of questions increases. Students are also engaged in MTRs through purposefully placed pauses within the

text. A weakness to be aware of is over scaffolding within lessons through provided models or equation set ups. While some scaffolding may be necessary, the primary focus should be the student work and thinking, and not just filling in the blanks in the student work. The teacher material supports the learning through questioning and appropriate instructional strategies. Both resources clearly state the objectives and aligned benchmarks.

Standard	Description	Reviewer Rating	Rating Justification
MA.1.AR.1.1	Apply properties of addition to find a sum of three or more whole numbers.	5 - Very Good Alignment	Lessons on SE Pages 369-386 include representations with snap cubes and a ten frame. The numbers provided support doubles and make a ten strategies. All problems presented are within a sum of 20.
MA.1.AR.1.2	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	5 - Very Good Alignment	Multiple opportunities throughout the student work where students are provided context and must determine the operation through reasoning. For example, in Chapter 10, Lesson 6, students must interpret the context, select add or subtract and then record an number sentence to solve. Scenarios are represented with numbers, pictures and words.

MA.1.AR.2.1	Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.	4 - Good Alignment	Missed opportunities for format of $c = a + b$. Student work has no context and context examples of standard. Connections made to other models and strategies.
MA.1.AR.2.2	Determine and explain if equations involving addition or subtraction are true or false.	5 - Very Good Alignment	Items focus on true and false. There is a mix of operations being related on both sides of the question as well as opportunities for multiple addends.
MA.1.AR.2.3	Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.	4 - Good Alignment	Problem types vary according to the Situations Involving Operations with Numbers chart. There is a heavier focus on Result and Change unknown in contexts provided. Amble experiences to find missing numbers in any position in pre-written equations.
MA.1.DP.1.1	Collect data into categories and represent the results using tally marks or pictographs.	3 - Fair Alignment	Data sets do not include any examples of defining attributes of geometric figures to categorize.
MA.1.DP.1.2	Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories.	5 - Very Good Alignment	Problems used the data and scenarios to apply addition and subtraction.
MA.1.FR.1.1	Partition circles and rectangles into two and four equal-sized parts. Name the parts of the whole using appropriate language including halves or fourths.	5 - Very Good Alignment	Lessons use grade appropriate terms such as halves and fourths. There are

			various representations and orientations of circles and rectangles partitioned as examples and non examples.
MA.1.GR.1.1	Identify, compare and sort two- and three-dimensional figures based on their defining attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders.	4 - Good Alignment	Multiple opportunities to identify defining attributes, but limited opportunity to identify a figure based on given defining attributes
MA.1.GR.1.2	Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.	2 - Poor Alignment	The standard reads "Sketch two-dimensional figures when given defining attributes." There are limited examples of where this is evident. Only a few examples can be seen on page 542, questions 14-16. Here an attribute is given and students are asked to sketch the shape. (Ex. Meg draws a shape with 6 sides.)
MA.1.GR.1.3	Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.	5 - Very Good Alignment	Multiple lessons and examples for 2D and 3D shapes that involve composing, decomposing and identifying the geometric shapes involved. Lessons include examples of the use of 3D solid manipulatives and pattern blocks for students to access the concept.

MA.1.GR.1.4	<p>Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.</p>	<p>3 - Fair Alignment</p>	<p>While there are many examples of real-world objects for stand alone figures (balls, cones, cans, etc), there are only a few real-world examples of items with multiple identifiable geometric figures. One example that does align to the standard is question 9 on page 506. This requires students to identify the geometric figures in an ice cream cone. In most other examples, they are identifying the geometric figures in composed shapes, but they are not real-world objects, but rather just composed by two stacked images.</p>
MA.1.M.1.1	<p>Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.</p>	<p>5 - Very Good Alignment</p>	<p>Items align to the standard for estimation. Lessons prior to using a ruler use tiles to build understanding of counting units to measure. Rules presented in the text all start at zero.</p>
MA.1.M.1.2	<p>Compare and order the length of up to three objects using direct and indirect comparison.</p>	<p>5 - Very Good Alignment</p>	<p>Opportunities for 3 items compared directly and also for indirect comparison.</p>
MA.1.M.2.1	<p>Using analog and digital clocks, tell and write time in hours and half-hours.</p>	<p>4 - Good Alignment</p>	<p>Focus on time to the hour then half hour introduced with one-</p>

			handed clock. Lacks connections to partitioning circles in half for half hour.
MA.1.M.2.2	Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.	2 - Poor Alignment	Resource provides images of both sides of coins. Limited opportunity to simply identify coins by name or value without having to count combinations. No reference seen that related each coin to how many equal a dollar.
MA.1.M.2.3	Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to \$100. Use the ¢ and \$ symbols appropriately.	2 - Poor Alignment	The benchmark reads "Find the value of combinations of pennies, nickels and dimes up to one dollar." The resource has lessons that also include quarters with in collections which is beyond the benchmark. Examples include problem 2 on page 394 where there is a quarter image in a series of nickels and all counting collection questions in Chapter 9 Lesson 3. Sole lesson (Chapter 9 Lesson 6) on counting bills only has examples of collections of like bills.
MA.1.NSO.1.1	Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100.	4 - Good Alignment	Resources focus on counting sequences by 1s, 2, and 5s. Visual resources such as hundreds charts are provided. Attention to

			patterns is not called out within resources.
MA.1.NSO.1.2	Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.	2 - Poor Alignment	Majority of work has students representing numbers as tens and ones (Ex. 4 tens + 7 ones) with limited connections to expanded form (ex. 40+7). Students are not presented with word form and asked to relate it to the corresponding expanded or standard form.
MA.1.NSO.1.3	Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.	4 - Good Alignment	Chapter 2 Lesson 6 is the primary connection to this benchmark. It provides opportunities for students to think about the same number in two different ways flexibly. They are not provided any visual aids to assist their thinking in the print. Chapter 2 Lesson 3 connects ones to tens (ex. 30 ones = 3 tens)The remaining referenced lessons and student pages focus on composing and decomposing based solely on the place value of each digit, not in a flexible manner.
MA.1.NSO.1.4	Plot, order and compare whole numbers up to 100.	5 - Very Good Alignment	Builds connection between plotting on a number line and ordering.

MA.1.NSO.2.1	Recall addition facts with sums to 10 and related subtraction facts with automaticity.	4 - Good Alignment	Facts align to benchmark and fluency requirements.
MA.1.NSO.2.2	Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.	4 - Good Alignment	The relationship between addition and subtraction is more explicit in Chapter 10 lessons about related facts. Earlier chapters focus on adding and subtracting, but during instruction teachers would have to facilitate learning on efficiency using this relationship.
MA.1.NSO.2.3	Identify the number that is one more, one less, ten more and ten less than a given two-digit number.	5 - Very Good Alignment	Features include base ten clocks and hundred charts.
MA.1.NSO.2.4	Explore the addition of a two-digit number and a one-digit number with sums to 100.	4 - Good Alignment	Chapter 6 Lessons 10 and 11 include problems with a two-digit addended greater than 20 and varying representations including models, number lines and place value.
MA.1.NSO.2.5	Explore subtraction of a one-digit number from a two-digit number.	2 - Poor Alignment	All example problems have a minuend less than 20.
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. 	5 - Very Good Alignment	Students have opportunities to engage in open ended tasks that provide them time to grapple and preserve individually and collaboratively by responding in their own way and then sharing.

	<ul style="list-style-type: none"> Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 		
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. 	5 - Very Good Alignment	Various lessons include the use of tools such as base ten blocks and number lines, as well as visual models for students to access and represent problems. Lessons are sequences through the progression of concrete, representational then abstract.
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. 	5 - Very Good Alignment	Lessons correlate to the correct level of fluency to the benchmark. Example: Chapter 7 Lesson 3 students use strategies that support automaticity.

	<ul style="list-style-type: none"> Use feedback to improve efficiency when performing calculations. 		
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. 	5 - Very Good Alignment	<p>Lauch tasks such as the one one page 3 provides opportunities for discourse amongst students. There are also embedded discourse questions with the text such as the one one page 273.</p>
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. 	4 - Good Alignment	<p>Evidence of connections to patterns in math that hold true. Example pg. 261, students are asked to make connection to known fact to solve new problem.</p>

	<ul style="list-style-type: none"> Connect solutions of problems to more complicated large-scale situations. 		
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. 	3 - Fair Alignment	Missed opportunities for estimating solutions outside of the measurement unit.
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	5 - Very Good Alignment	Examples are real-world and applicable to students.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Students have opportunities to reference the task or their own work to explain and justify their work.

ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Text is written at an appropriate level for students to access.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	During embedded three reads, students are asked to make inferences based on the reading.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Active participation stems are embedded that promote students to explaining their thinking through discussion.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Students apply skill learned in Unpack and Draw and Model in independent practice of the materials.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Math Talk stems promote formal math language.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	TE supports ELL with multilingual entry points and mini "in the moment" tasks
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	TE supports ELL with multilingual entry points and mini "in the moment" tasks

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Most lessons aligned to state standards and the supporting documents. A few standards that were either addressed incorrectly or incomplete were

		MA.1.NSO.1.2 (lacking word form and minimal expanded form), MA.1.NSO.2.5 (no subtraction problems go beyond a minuend of 19), and MA.1.M.2.3 (combinations include quarters).
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Tasks allow students to interact with the math aligned to the benchmark. Students have opportunities to draw models, use tools and write equations throughout the text.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	The adaptive practice of Waggle meets students on their personalized path to develop concepts. The TE also provides resources for in the moment lesson shifts with Reteach and Enrich pages.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	The material, as seen on pages 67 and 68, provide students time to access on their own and with supports on the page to understand the content.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	At times there is too much support such as problems 1-4 on page 184 which can cause students to "fill in the blank" vs understand the content.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	At times there is too much support such as problems 1-4 on page 184 which can cause students to "fill in the blank" vs understand the content.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	Lessons are appropriate for a standard teaching block.

8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Content aligns to benchmarks and other BEST documents.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Content aligns to benchmarks and other BEST documents.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No noticed errors.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	No evidence of bias.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Models through the material were representative of common tools, manipulatives, resources and representations that are aligned to the benchmarks including, but not limited to: base ten blocks, snap cubes, counters, ten frames, hundred charts, equations, part/part/whole models, and bar models.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	No evidence of errors found.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Content aligns to benchmarks and other BEST documents.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Real-world problems that drive the lessons are appropriate and relevant throughout. .
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Real-world problems that drive the lessons are appropriate and relevant throughout. .
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Relevant context includes scenarios that students may experience at school (example page 213, Unlock the Problem)

		involving crayons. This allows all students to have access regardless of experiences.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	The material provides opportunities to connect science and social students through additional tasks provided in the TE. Example on TE page 439
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	The visual and contextual portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	The material portrays people and animals ethically.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Overall the content of the benchmarks are covered.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	The resources provide material for instruction and additional practice. The online student adaptive program supports this practice as well with limited additional prep.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	All components are aligned with one another.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Materials are organized in a consistent and easy to follow manner.

4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Narrative and visuals engage students
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Content is paces and organized in a way that makes it accessible to students.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	The aligned print and digital components allow for all students to access the materials.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	The material is easy to access and read for both teacher and student. Students are presented with appealing visual pages that also provide adequate work space.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	At the beginning of each lesson, teachers are provided a "Focusing on the Whole Student" section to motivate students to learn. These include topics such as self management as a learner (page 25B) and accessing prior knowledge (page 49B).
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	The materials address the big ideas as aligned with BEST
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	The TEs present clear objectives and connections for every unit (example. TE 49B) with correlating I Can statements on student pages (Example SE 49)

<p>4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.</p>	<p>4 - Good Alignment</p>	<p>Lessons are set up in a gradual release format after an open task. Students have examples to reference and problem increase in difficulty throughout lessons.</p>
<p>5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.</p>	<p>3 - Fair Alignment</p>	<p>The TE materials provide some resources for adaptations based on language support. The Chapter at a Glance (example TE 47A) provides guidance around intervention and enrichment. There is little support during the lesson for adaptation for adaptations due to various needs.</p>
<p>6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.</p>	<p>5 - Very Good Alignment</p>	<p>Tasks such as SE page 61 provide opportunities to mentally challenge students while still providing access to tools to solve.</p>
<p>7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.</p>	<p>4 - Good Alignment</p>	<p>Tasks and activities are aligned to learning objectives. The materials also provide for differentiated centers that align to skills.</p>
<p>8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.</p>	<p>5 - Very Good Alignment</p>	<p>Strategies align to the benchmarks taught.</p>
<p>9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.</p>	<p>5 - Very Good Alignment</p>	<p>Through the MTRs, instructional strategies are embedded through out the materials.</p>
<p>10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.</p>	<p>5 - Very Good Alignment</p>	<p>Summative assessments align to skills and strategies in the unit. (Example TE 106A)</p>
<p>11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.</p>	<p>4 - Good Alignment</p>	<p>Example (TE page 243) provides guidance based on learning objectives and student outcomes. There is not the same guidance for the summative assessment, but this</p>

		would be beneficial for teachers to respond to data.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	The material has applied the MTRs strategically throughout the lessons.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	The material incorporates multiple instructional teaching strategies as well as appropriate skills and strategies for students to access the content.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No evidence observed of CRT
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence observed of Culturally Responsive Teaching as it relates to CRT
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence observed of Social justice as it relates to CRT
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	No evidence observed of solicitation of SEL

Reviewer's Name: Lisa Figueroa

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

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Edition: N/A

Grade Level: K-5

Course: [Grade Five Mathematics](#)

Bid ID: 459

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

No

How would you rate the overall usability of the instructional material?

2 - Poor Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

The GoMath series does not look like it has been updated to meet our new standards. It looks like the old GoMath lessons. It seems like editors tried to categorize the old lessons to align with the BEST standards. The geometrical reasoning section has portions that, although interesting, are inconsistent with the rest of the text ("connection to reading" and "connection to science"). The teacher edition doesn't offer much in the way of varying lesson ideas, or suggestions on what else to try to help students understand concepts. A few of the lessons do not

align with 5th grade standards. Many of the lessons claim to address all of the MTR's, but that is not accurate; the language of the MTRs should be prevalent throughout the student text. This is not a series that I would want as a resource for engaging my students in the new BEST standards.

Standard	Description	Reviewer Rating	Rating Justification
MA.5.AR.1.1	Solve multi-step real-world problems involving any combination of the four operations with whole numbers, including problems in which remainders must be interpreted within the context.	5 - Very Good Alignment	good opportunities for multi-operations
MA.5.AR.1.2	Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.	5 - Very Good Alignment	multiple opportunities for practice with fraction word problems
MA.5.AR.1.3	Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.	5 - Very Good Alignment	models with real-world problems
MA.5.AR.2.1	Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions.	5 - Very Good Alignment	no nesting; keeping within parameters given in clarifications
MA.5.AR.2.2	Evaluate multi-step numerical expressions using order of operations.	5 - Very Good Alignment	no nesting, no exponents
MA.5.AR.2.3	Determine and explain whether an equation involving any of the four operations is true or false.	3 - Fair Alignment	limited practice with true or false
MA.5.AR.2.4	Given a mathematical or real-world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position.	5 - Very Good Alignment	plenty of opportunities to analyze word problems

MA.5.AR.3.1	Given a numerical pattern, identify and write a rule that can describe the pattern as an expression.	5 - Very Good Alignment	opportunities for finding patterns with whole numbers, decimals, and fractions
MA.5.AR.3.2	Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.	2 - Poor Alignment	asking student to write a rule for a given graph
MA.5.DP.1.1	Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.	2 - Poor Alignment	decimal values to thousandths should be limited to hundredths
MA.5.DP.1.2	Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.	5 - Very Good Alignment	instruction on balancing point
MA.5.FR.1.1	Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.	4 - Good Alignment	good use of models
MA.5.FR.2.1	Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.	5 - Very Good Alignment	use of fraction bars and number lines
MA.5.FR.2.2	Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.	5 - Very Good Alignment	use of models
MA.5.FR.2.3	When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating.	4 - Good Alignment	models and number lines; missing connection to decimals
MA.5.FR.2.4	Extend previous understanding of division to explore the division of a unit fraction by a whole number and a whole number by a unit fraction.	5 - Very Good Alignment	models, appropriate word problems - both partitive and quotative

MA.5.GR.1.1	Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.	4 - Good Alignment	lots of practice with triangles and quadrilaterals
MA.5.GR.1.2	Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.	5 - Very Good Alignment	adequate coverage of 3-d figures
MA.5.GR.2.1	Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.	2 - Poor Alignment	Chapter 10, Lesson 5 is not in 5th grade standards; perhaps middle school?
MA.5.GR.3.1	Explore volume as an attribute of three-dimensional figures by packing them with unit cubes without gaps. Find the volume of a right rectangular prism with whole-number side lengths by counting unit cubes.	5 - Very Good Alignment	sufficient practice and good visual models
MA.5.GR.3.2	Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula.	5 - Very Good Alignment	gradual move from counting cubes to formula
MA.5.GR.3.3	Solve real-world problems involving the volume of right rectangular prisms, including problems with an unknown edge length, with whole-number edge lengths using a visual model or a formula. Write an equation with a variable for the unknown to represent the problem.	5 - Very Good Alignment	abundant use of visuals
MA.5.GR.4.1	Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.	2 - Poor Alignment	asking student to write a rule for a given graph
MA.5.GR.4.2	Represent mathematical and real-world problems by plotting points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.	5 - Very Good Alignment	graphing data from an experiment
MA.5.M.1.1	Solve multi-step real-world problems that involve converting measurement units to	3 - Fair Alignment	no need for weight conversions? they do

	equivalent measurements within a single system of measurement.		refer to grams; on p. 558, question about converting hL to daL - unnecessary
MA.5.M.2.1	Solve multi-step real-world problems involving money using decimal notation.	4 - Good Alignment	multiple opportunities for working with money
MA.5.NSO.1.1	Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.	2 - Poor Alignment	not enough attention to this standard, only addressed in one lesson
MA.5.NSO.1.2	Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.	2 - Poor Alignment	only one lesson for a concept that requires more attention
MA.5.NSO.1.3	Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations.	2 - Poor Alignment	not enough content to support this concept
MA.5.NSO.1.4	Plot, order and compare multi-digit numbers with decimals up to the thousandths.	1 - Very Poor/No Alignment	no evidence of scaled number lines
MA.5.NSO.1.5	Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.	2 - Poor Alignment	limited practice
MA.5.NSO.2.1	Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.	2 - Poor Alignment	limited practice and offering only "the" standard algorithm instruction
MA.5.NSO.2.2	Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.	2 - Poor Alignment	good use of partial quotient initially then it leans into long division standard algorithm for the rest of the division practice

MA.5.NSO.2.3	Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	3 - Fair Alignment	number lines not used
MA.5.NSO.2.4	Explore the multiplication and division of multi-digit numbers with decimals to the hundredths using estimation, rounding and place value.	3 - Fair Alignment	no instruction in estimation provided for multiplication with decimals but provided better creative strategies besides standard algorithm; instruction provided for estimation with division
MA.5.NSO.2.5	Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.	4 - Good Alignment	many opportunities for practice of the concepts
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 	2 - Poor Alignment	no references to growth mindset norms; each lesson suggests MTR 1.1 is addressed, but I couldn't find any references in the student text; found references to effortful learning in teacher text
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. 	4 - Good Alignment	variety of opportunities to use manipulatives and models for representing thinking

	<ul style="list-style-type: none"> • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 		
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 	3 - Fair Alignment	occasional references to fluency in students text; teacher edition offers activities to develop fluency
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. 	4 - Good Alignment	"math talk" sections encourage students to have conversations about given math questions

	<ul style="list-style-type: none"> Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. 		
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. 	4 - Good Alignment	"unlock the problem" section decomposes example into manageable parts
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. 	4 - Good Alignment	examples of suggestions to estimate when showing expressions; could encourage estimation with word problems

	<ul style="list-style-type: none"> Evaluate results based on the given context. 		
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency. 	5 - Very Good Alignment	wide variety of real world situations involving math
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	questions throughout for citing evidence of answer
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	"launch into math" for each unit is interesting and related to real world Florida
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	"launch into math" section good for inferencing
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	"math talk" sections
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	requires quality student work throughout
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	"math talk" sections

ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	students communicating math ideas
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	students given opportunities throughout to work socially together on math ideas

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	2 - Poor Alignment	relying too much on the standard algorithms rather than providing opportunities for developing strategies of other ways of calculating
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	2 - Poor Alignment	some of the lessons address skills from middle school content
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	some of the number sense benchmarks don't have enough opportunities to explore and practice
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	would like to have more practice for some skills that will take longer to develop
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	2 - Poor Alignment	Chapter 10, Lesson 5 is not in 5th grade standards; perhaps middle school?; Ch. 17, L3 - write a rule for a given graph
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	just a handful lessons that don't apply to 5th grade standards
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	3 - Fair Alignment	students will require more review of multi-digit multiplication than offered -

		although a standard from 4th grade, students will need more time
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	5E's for each unit
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	reference to 5E's at the beginning of each unit;
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	2 - Poor Alignment	spelling errors: "Identify and Classify Two-Dimensional Figures," "quadrilatera,"
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	free of bias and contradictions
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	good use of visual models; would prefer more number lines and less standard algorithm
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	just a few spelling mistakes; chapter 18 has a table with degrees F listed as 8-1/2 and 11-1/4(these are not reasonable values as we don't read temperatures in fractions and children would not be familiar with temps that cold
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	3 - Fair Alignment	lip service given to fluency and number routines, but needs more appropriate fluency practice and exit tickets
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	2 - Poor Alignment	Chapter 10, Lesson 5 is not in 5th grade standards; perhaps middle school?
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	content relevant to age

17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	real world problems are connected to children's experiences
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	in the GR and DP sections, there was evidence of connecting to science and to reading; would like to have seen those sections throughout
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	wide variety of names represent many cultures
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	content is appropriate for children
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	mostly covering benchmarks and standards

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	3 - Fair Alignment	teachers would need to find extra practice for some of the number sense skills
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	2 - Poor Alignment	inconsistent with amount of practice for content; some lessons are not part of standards
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	logical organization
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	other than the wide variety of names in the word problems which may be challenging for some students to read, the

		visuals are interesting and engaging
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	2 - Poor Alignment	some areas not given enough attention or time for practice
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	offer strategies for ELL with each unit; RTI lessons available
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	3 - Fair Alignment	lessons that don't apply to curriculum could be skipped

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	interesting non-fiction info in "launch into math"
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	covers the standards - just a few lessons not belonging to standards
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	clear expectations and mistakes to expect and how to address them
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	examples for each concept
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	reteach and enrich activities
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	students provided a variety of methods for problem solving
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	lessons open with concrete to representational to abstract

8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	3 - Fair Alignment	need for less of a focus on standard algorithm - seems to be prevalent throughout, not allowing for flexibility of strategies
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	3 - Fair Alignment	need for more examples of flexible strategies - too much emphasis on one way (standard algorithm)
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	assessments related to benchmarks
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	would like to see more opportunities for formative assessment such as exit tickets
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	evidence of support for ELL and RTI
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	3 - Fair Alignment	most MTR's evident throughout; would need more for MTR 1.1
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	the content is generally applicable to the grade level benchmarks and support is offered to teachers for facilitating the content

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	no evidence of CRT
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	no evidence of CRT
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	not evidence of CRT

Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	no evidence of SEL
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Reviewer's Name: Katrina Hinson

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

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Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: [Grade Five Mathematics](#)

Bid ID: 459

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

No

How would you rate the overall usability of the instructional material?

3 - Fair Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

I would not recommend this curriculum due to the absence of specific instructional materials related to ALL BEST standards. While the curriculum presents well and its lessons are aligned to the learning objectives within it, it leaves gaps of standards-based instruction that would need to be supplemented by the teacher. If all standards were addressed, I would consider this curriculum as an option, because the digital component is really well delivered, minus some typographical mistakes.

Standard	Description	Reviewer Rating	Rating Justification
MA.5.AR.1.1	Solve multi-step real-world problems involving any combination of the four operations with whole numbers, including problems in which remainders must be interpreted within the context.	5 - Very Good Alignment	Real-world problems with remainders that must be interpreted
MA.5.AR.1.2	Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.	5 - Very Good Alignment	Mix of fractions, including fractions greater than one. Each lesson contained real-world scenarios.
MA.5.AR.1.3	Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.	5 - Very Good Alignment	All division uses unit fractions and calls for justification of real-world scenarios
MA.5.AR.2.1	Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions.	5 - Very Good Alignment	Expressions were related to real-world scenarios and called for the translation of descriptions to expressions and expressions to descriptions.
MA.5.AR.2.2	Evaluate multi-step numerical expressions using order of operations.	5 - Very Good Alignment	All examples had multiple steps and required students to justify other's thinking as well and no examples had parentheses that were nested
MA.5.AR.2.3	Determine and explain whether an equation involving any of the four operations is true or false.	3 - Fair Alignment	Examples have questions about true or not true, however, many questions focus on determining which property is being used,

			which is not a clarification in the BEST standard
MA.5.AR.2.4	Given a mathematical or real-world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position.	5 - Very Good Alignment	Scenarios include real-world context and the unknown letter is recognized as a variable. Unknowns and different operations are on either side of the equal sign.
MA.5.AR.3.1	Given a numerical pattern, identify and write a rule that can describe the pattern as an expression.	5 - Very Good Alignment	Scenarios are limited to one of two operations using whole numbers.
MA.5.AR.3.2	Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.	3 - Fair Alignment	Most question met the standard except the question in the explore part of Chapter 17 Lesson 2. The pattern does not match the chart.
MA.5.DP.1.1	Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.	2 - Poor Alignment	Chapter 18, Explore Lesson 1- the table does not match the problem. In addition, fractions with a denominator of 8 are used, which is not within the limits of the BEST standards.
MA.5.DP.1.2	Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.	2 - Poor Alignment	Explanations on how to find mean, mode, and median are aligned; however, there is no mention of range.
MA.5.FR.1.1	Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.	5 - Very Good Alignment	Real-world scenarios used to represent the division of two whole numbers as a fraction.

MA.5.FR.2.1	Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.	5 - Very Good Alignment	Examples met all of the benchmark clarifications of the BEST standards.
MA.5.FR.2.2	Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.	2 - Poor Alignment	Examples made use of area model by shading. Mixed numbers were used in comparative lessons only. Students are directed to simplify answers which is not necessary.
MA.5.FR.2.3	When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating.	2 - Poor Alignment	Examples in the text call for completing an operation to figure out the relative comparison. The BEST standards state that students should be able to focus on estimation and assessing the reasonableness of answers.
MA.5.FR.2.4	Extend previous understanding of division to explore the division of a unit fraction by a whole number and a whole number by a unit fraction.	4 - Good Alignment	Examples met the BEST standards and various question types in Appendix A
MA.5.GR.1.1	Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.	2 - Poor Alignment	Examples classify more than what is necessary. Addresses various polygons not addressed in the BEST standards.
MA.5.GR.1.2	Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.	2 - Poor Alignment	Extraneous material in lesson. Examples should be limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.

MA.5.GR.2.1	Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.	4 - Good Alignment	Questions cover both fractional and decimal side lengths.
MA.5.GR.3.1	Explore volume as an attribute of three-dimensional figures by packing them with unit cubes without gaps. Find the volume of a right rectangular prism with whole-number side lengths by counting unit cubes.	4 - Good Alignment	Materials focus on using and counting unit cubes.
MA.5.GR.3.2	Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula.	4 - Good Alignment	Examples focused on the amount of unit cubes in the shape and no questions exceeded two-digit edge lengths.
MA.5.GR.3.3	Solve real-world problems involving the volume of right rectangular prisms, including problems with an unknown edge length, with whole-number edge lengths using a visual model or a formula. Write an equation with a variable for the unknown to represent the problem.	4 - Good Alignment	Materials use real-world contexts and composite figures that should be added to solve for volume.
MA.5.GR.4.1	Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.	4 - Good Alignment	Materials fairly instruct how to plot and label points
MA.5.GR.4.2	Represent mathematical and real-world problems by plotting points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.	5 - Very Good Alignment	Examples use real-world problems and instruct students to interpret the values of point in the context of a situation.
MA.5.M.1.1	Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.	3 - Fair Alignment	Conversion included length, volume, and capacity; however, there were no time conversion present.
MA.5.M.2.1	Solve multi-step real-world problems involving money using decimal notation.	4 - Good Alignment	Materials included multi-step real-world problems involving money and decimal notation.

MA.5.NSO.1.1	Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.	2 - Poor Alignment	While the materials include this standard with examples of decimals to the thousandths, there is inadequate exposure to this connection to whole numbers.
MA.5.NSO.1.2	Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.	4 - Good Alignment	Materials address the standard fully; however, there is limited items on using expanded notation.
MA.5.NSO.1.3	Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations.	5 - Very Good Alignment	Materials addressed the standard fully with multiple ways to depict composition and decomposition.
MA.5.NSO.1.4	Plot, order and compare multi-digit numbers with decimals up to the thousandths.	2 - Poor Alignment	Instruction focuses on the use of stacking numbers to compare only. There is no instruction using a scaled number line as indicated in the BEST standards.
MA.5.NSO.1.5	Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.	3 - Fair Alignment	Instruction does meet the standard; however, there is no use of number lines to solidify connections.
MA.5.NSO.2.1	Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.	2 - Poor Alignment	Instruction does not include practice of various algorithms.
MA.5.NSO.2.2	Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.	5 - Very Good Alignment	Multiple representations used.

MA.5.NSO.2.3	Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	Meets clarifications of BEST standards
MA.5.NSO.2.4	Explore the multiplication and division of multi-digit numbers with decimals to the hundredths using estimation, rounding and place value.	5 - Very Good Alignment	Great use of models and pictures.
MA.5.NSO.2.5	Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.	5 - Very Good Alignment	Use of multiple representations
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 	4 - Good Alignment	Tasks include analyzing problems in a way that makes sense, asks questions that will help with solving the task, and helps students build perseverance over time.
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. 	5 - Very Good Alignment	Tasks include representing problems in multiple ways and build understanding through modeling and using manipulatives.

	<ul style="list-style-type: none"> • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 		
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 	4 - Good Alignment	Tasks have students select the most efficient method for themselves to build procedural reliability.
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. 	4 - Good Alignment	Tasks have students justifying their answer and making sense of other's work, including error analysis.

	<ul style="list-style-type: none"> Construct possible arguments based on evidence. 		
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. 	5 - Very Good Alignment	Use of patterns and structure to connect mathematical concepts. Most tasks are decompose into manageable parts.
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. 	5 - Very Good Alignment	Tasks continually use estimation as a way to assess reasonableness and checking answers.

MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	<p>5 - Very Good Alignment</p>	<p>Tasks a rich with real-world contexts models and methods to understand, represent and solve problems.</p>
ELA.K12.EE.1.1	<p>Cite evidence to explain and justify reasoning.</p>	<p>5 - Very Good Alignment</p>	<p>Tasks are asked to justify answers.</p>
ELA.K12.EE.2.1	<p>Read and comprehend grade-level complex texts proficiently.</p>	<p>5 - Very Good Alignment</p>	<p>grade level text appropriate</p>
ELA.K12.EE.3.1	<p>Make inferences to support comprehension.</p>	<p>5 - Very Good Alignment</p>	<p>Tasks have inferences via graphics or realia to support comprehension</p>
ELA.K12.EE.4.1	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>	<p>5 - Very Good Alignment</p>	<p>TE gives many times for group conversations</p>
ELA.K12.EE.5.1	<p>Use the accepted rules governing a specific format to create quality work.</p>	<p>4 - Good Alignment</p>	<p>Formatting is effective. SE model used.</p>
ELA.K12.EE.6.1	<p>Use appropriate voice and tone when speaking or writing.</p>	<p>4 - Good Alignment</p>	<p>Appropriate tone and voice</p>
ELD.K12.ELL.MA.1	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.</p>	<p>4 - Good Alignment</p>	<p>Many ELL Supports given throughout the TE</p>

ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	Promotes ELL communication
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Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	2 - Poor Alignment	Though many standards were aligned, whole chunks of standards were either unaddressed or did not meet the full extent of the standard
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	2 - Poor Alignment	Same as above
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	Though some standards were not fully addressed, the materials themselves were adaptable.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3 - Fair Alignment	Though some standards were not fully addressed, the materials that were available did provide sufficient details for students to understand.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Levels of complexity were met through justification, error analysis, and multi-step word problems when called for.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	3 - Fair Alignment	Some extraneous methods (not in the standards) were too complex for the students abilities at this grade level- specifically in the mean, median, mode, and range chapter
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Levels of treatment meet the time period allowed for teaching

8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Sources reflect expert information for the subject
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Primary and secondary sources contribute to the quality of the content
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	3 - Fair Alignment	Most typographical errors were in the digital resources for the student. Those are explained in the Standards section.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	Free of bias and contradictions
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Content is representative of the discipline.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	A few mistakes noticed in the digital resources where the words and graphics did not match.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	3 - Fair Alignment	Most content is up-to-date; however, use of the 5E model for every lesson lends itself to a gradual release at times when students should be productively struggling to make sense of problems.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	Standards seemed to be interwoven and not necessarily taught in isolation.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	content is appropriate and relevant
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Real-life scenarios are meaningful and connect to students' lives.

18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Connections made to science.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	No evidence of bias
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	No evidence of inhumane actions or beliefs.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	While most standards and benchmarks are covered in the materials, ALL of the them were not.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	3 - Fair Alignment	In order to meet the full extent of the BEST standards, a teacher would need to prepare additional teaching materials. One example is number lines for plotting, ordering, and comparing decimals.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Components of the curriculum align with each other.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	Logical organization of content. I believe that some content could have been interwoven more.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	Narrative and visual engage students

5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	Content presented at a pace that allows students to understand
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	Supports, interventions, and enrichment were very clear in the Teacher's Edition.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Components of Presentation were good or very good, except for the teacher needing to prep materials for parts of the benchmarks not addressed.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Tasks are relevant to students' everyday lives, which maintains student motivation
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Materials makes use of overarching themes or concepts to teach small chunked material
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Each lesson displayed a clear learning goal.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	The materials lend themselves to successfully becoming more independent in the way that big ideas are chunked into digestible pieces.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Guidance and support is included in the materials for developmental differences and various learning styles.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Materials engage the physical and mental activity of students

7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	Materials include organized activities that are logical extensions the objectives.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	3 - Fair Alignment	Some strategies were missing from the instructional materials, such as: in multiplication one standard algorithm was addressed instead of a few.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	3 - Fair Alignment	Most strategies were effective; however some effective strategies were left out (see above and number lines). In addition, a few strategies used seemed confusing (ex: mean, median, mode)
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Assessment strategies did match those of the instructional materials.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	3 - Fair Alignment	Assessment questions did mirror the instructional materials: however, specific question types like those in the BEST standards were missing.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	UDL strategies evident throughout
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	MTR's can easily be applied to lessons within the curriculum
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	The instructional materials do support learning requirements based on the outcomes set out by this curriculum; however it should be noted that not all of the standards are addressed to their fullest extent.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	Saw no evidence of CRT
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence of CRT
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evident of CRT of Social Justice
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	No evidence of SEL

other materials are available in print format, and many digital materials are downloadable/printable (PDFs can be downloaded for offline use). Core student print materials will also be available via NIMAS files. To see the range of HMH products available from NIMAC, please visit <https://nimac.overdrive.com/ContentInventory>.

Review	Rating	Comments
	3 - Fair Alignment	A great amount of instruction is provided through video. An alternative source of content is not prevalent. Students should be provided multiple options in format.

Reviewer's Name: Mary Moss

Title: HMH Florida's B.E.S.T. Into Math Accelerated 6

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Timothy D. Kanold, PhD; Matthew R. Larson, PhD; Steven J. Leinwand, PhD

Copyright: 2023

Edition: N/A

Grade Level: 6-8

Course: [M/J Grade 6 Accelerated Mathematics](#)

Bid ID: 465

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

3 - Fair Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

The material's alignment to the standards was not 100%. I liked the teacher guidance, but would like to see more guidance for teachers on implementation of ML routines as it pertains to the task alignment. I would like to see the MTR's addressed more frequently. I liked the student interactive version. Lots of great resources for teachers.

Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	4 - Good Alignment	Variables are not limited to x; Students translating written descriptions into algebraic expressions; Students identifying parts of an algebraic expression.
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of  . Represent the inequality on a number line.	4 - Good Alignment	Students translate real-world written description into an algebraic inequality and represent on a number line.
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	4 - Good Alignment	Students evaluate algebraic expressions with integers using substitution and order of operations.
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	3 - Fair Alignment	Clarification 2: is not represented
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	2 - Poor Alignment	Pg.281-288 not represented; 311-316 not represented; operations performed with negative rational numbers; Set notation is not used to list numbers.
MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.	3 - Fair Alignment	Algebra tiles and balances are represented, but no use of Bar diagrams or Number lines.
MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world	3 - Fair Alignment	Algebra tiles and balances used, but no use of bar diagrams.

	context using multiplication and division, where all terms and solutions are integers.		
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	1 - Very Poor/No Alignment	All terms and solutions are not limited to positive rational numbers.
MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation:  , a to b, or a:b where $b \neq 0$.	4 - Good Alignment	Bar models and ratio tables used. No use of number lines.
MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	4 - Good Alignment	Instruction includes using drawings, models and words.
MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	4 - Good Alignment	Instruction includes using two-column tables.
MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	4 - Good Alignment	Models used to support instruction.
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	4 - Good Alignment	PG 351, 359 no alignment; the remainder instruction includes comparisons, mixtures, conversions within the same measurement system.
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	4 - Good Alignment	Instruction includes the understanding of a statistical question and a non-statistical question.
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	3 - Fair Alignment	Instruction on Range is missing. Instruction

			includes mean, median, mode.
MA.6.DP.1.3	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.	3 - Fair Alignment	Instruction does not include vertical representation of box plot. Instruction includes horizontal representation of box plots.
MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.	3 - Fair Alignment	Instruction limited to skewed description. Instruction does not focus on describing data as Normal or Bimodal.
MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	4 - Good Alignment	601-instruction focuses on histogram; 609-instruction focuses on histogram; instruction focuses on box plots; 643; not aligned.
MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.	4 - Good Alignment	Instruction includes opportunities for students to collect their own data to create a graphical display.
MA.6.GR.1.1	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.	4 - Good Alignment	Instruction builds on previous understanding of coordinate plane, graphing ordered pairs in all four quadrants.
MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	4 - Good Alignment	Instruction focuses on finding distances between ordered pairs, limited to the same x coordinate or the same y coordinate.

MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	4 - Good Alignment	483-No; Instruction includes solving real-world problems, plotting on coordinate plane and finding perimeter and area.
MA.6.GR.2.1	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.	4 - Good Alignment	Instruction meets benchmark..
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	4 - Good Alignment	Instruction meets benchmark.
MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	4 - Good Alignment	Instruction meets benchmark.
MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	4 - Good Alignment	Instruction meets benchmark language.
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	4 - Good Alignment	Instruction meets benchmark and clarifications.
MA.6.NSO.1.2	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.	4 - Good Alignment	Students will compare quantities on a number line and explain the meaning of zero in context.
MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.	4 - Good Alignment	Students find the absolute value of rational numbers.
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	4 - Good Alignment	Students solve problems involving absolute value and comparison of absolute value.

MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	4 - Good Alignment	Students multiply and divide positive multi-digit numbers with decimals to thousandths.
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.	3 - Fair Alignment	Instruction limited to multiplication, no division.
MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	4 - Good Alignment	Students solve multi-step with four operations with positive fractions, mixed numbers and positive multi-digit decimals.
MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	4 - Good Alignment	Students find the GCF and LCM of two whole numbers.
MA.6.NSO.3.2	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.	2 - Poor Alignment	Does not meet the benchmark
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	4 - Good Alignment	Instruction includes evaluating positive rational numbers and integers with natural number exponents.
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	4 - Good Alignment	Instruction includes expressing composite whole numbers as a product of prime factors with natural number exponents.
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	4 - Good Alignment	Page 436-442 meet benchmark.

MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	4 - Good Alignment	Instruction includes operations with whole numbers to add and subtract integers.
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	4 - Good Alignment	Instruction includes operations with whole numbers to multiply and divide integers.
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	4 - Good Alignment	Instruction apply properties of operations to add and subtract linear expressions with rational coefficients.
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	4 - Good Alignment	Instruction meets the benchmark.
MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.	4 - Good Alignment	Instruction includes writing and solving one-step inequalities in one variable within mathematical context algebraically or graphically.
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	4 - Good Alignment	Instruction meets benchmark.
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	4 - Good Alignment	Instruction meets benchmark.
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	4 - Good Alignment	Instruction includes how to determine an appropriate measure of center of measure of variation to summarize numerical data.
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to	4 - Good Alignment	Instruction meets benchmark.

	make comparisons, interpret results and draw conclusions about the two populations.		
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	4 - Good Alignment	Instruction meets benchmark.
MA.7.DP.2.1	Determine the sample space for a simple experiment.	4 - Good Alignment	Instruction meets benchmark.
MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	4 - Good Alignment	Instruction meets benchmark.
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	4 - Good Alignment	Instruction meets benchmark.
MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	3 - Fair Alignment	Instruction partially meets benchmark.
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	4 - Good Alignment	Instruction includes applying the formulas to find the areas of trapezoids, parallelograms and rhombi.
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	4 - Good Alignment	Instruction includes area of polygons or composite figures by decomposing them into triangles or quadrilaterals.
MA.7.NSO.2.1	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.	2 - Poor Alignment	Instruction does not include whole-number exponents.
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	4 - Good Alignment	Instruction meets benchmark.
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	4 - Good Alignment	Instruction includes solving problems involving any of the

			four operations with rational numbers.
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 	2 - Poor Alignment	Instruction partially meets benchmark.
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. 	2 - Poor Alignment	Instruction partially meets benchmark.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency.	2 - Poor Alignment	Instruction partially meets benchmark.

	<p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 		
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	2 - Poor Alignment	Instruction partially meets benchmark.
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p>	2 - Poor Alignment	Instruction partially meets benchmark.

	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. 		
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. 	2 - Poor Alignment	Instruction partially meets benchmark.
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. 	2 - Poor Alignment	Instruction partially meets benchmark.

	<ul style="list-style-type: none"> • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	3 - Fair Alignment	Instruction partially meets benchmark.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	3 - Fair Alignment	Instruction partially meets benchmark.
ELA.K12.EE.3.1	Make inferences to support comprehension.	3 - Fair Alignment	Instruction partially meets benchmark.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	3 - Fair Alignment	Instruction partially meets benchmark.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	Instruction partially meets benchmark.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	Instruction partially meets benchmark.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	Instruction partially meets benchmark.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	43 were level 4 alignment and 10 were level 3 alignment.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	3 - Fair Alignment	Some of the standards are not fully met in the curriculum.

3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	The materials are more easily adaptable if using the digital version.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Sufficient details provided for students to understand the significance of topics and events.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	The complexity or difficulty has a fair alignment to the standards.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	The level of treatment of content matches the student abilities and grade level.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	3 - Fair Alignment	The complexity or difficulty of the treatment of the content could be a little rushed for the time period allowed.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	The primary and secondary sources cited reflect expert information.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	3 - Fair Alignment	The primary and secondary sources somewhat contribute to the quality of the content.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	My review did not encounter any typographical or visual errors.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	Material appeared to be free of bias and contradictions.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	Material contained concepts, standards and models used in mathematics.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	No inconsistencies or mistakes were discovered during my review.

14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Materials are up-to-date.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	The content is presented in appropriate context.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Content is appropriate and relevant context for intended learners.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	3 - Fair Alignment	In most situations, content is presented with connections to life in a context that is somewhat meaningful to students.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Materials include interdisciplinary connections.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	Multicultural representations were fair and unbiased.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	Materials portrayed people and animals with compassion, sympathy.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	There is good alignment of benchmarks and standards covered in this course.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	Many resources for teachers to use to address, supports for students in additional learning and enrichment.

2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	The components align with the curriculum and each other..
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	All materials are consistently and logically organized in the curriculum.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	The visuals engage students in reading as well as listening.
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	3 - Fair Alignment	The pacing seems to be somewhat fast paced that may not allow all students to understand in the given amount of time.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	3 - Fair Alignment	There are digital tools to support students to be able to interact with the material, but no feedback after student completes one of the questions.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	There are plenty of presentation materials for this curriculum.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	Materials contain motivational strategies to maintain learner motivation, but they appear to be optional, not necessarily as part of instruction to help with engagement.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	3 - Fair Alignment	Materials have a fair amount of alignment to teaching a few "Big Ideas".
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Materials contain clear statements of outcomes.

4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	3 - Fair Alignment	Some alignment for guidance and support in materials to help students successfully become independent learners.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	There is fair alignment to support for developmental differences and various learning styles.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	The materials engage students with mostly turn and talk collaboration, few opportunities for physical activity.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	3 - Fair Alignment	Few activities provided .
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	3 - Fair Alignment	Instructional strategies provided in materials, but appear to be optional.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	The instructional strategies are effective in teaching targeted outcomes.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	3 - Fair Alignment	The materials use few assessment strategies.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	3 - Fair Alignment	The assessment strategies incorporated in the materials are somewhat effective in assessing learners' performance.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	Only a fair alignment of UDL strategies in this curriculum.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	3 - Fair Alignment	Only a fair amount of alignment to ELA expectations and MTR standards.

14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	3 - Fair Alignment	There is a fair alignment to Learning requirements.
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Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	4 - Good Alignment	Materials did not appear to have any CRT reference.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Materials did not appear to have any Culturally Responsive Teaching.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Materials did not appear to have any Social Justice as it relates to CRT.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	4 - Good Alignment	Materials did not appear to have any SEL strategies.

Reviewer's Name: Joanna Pitts

Title: HMH Florida's B.E.S.T. Into Math Accelerated 6

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Timothy D. Kanold, PhD; Matthew R. Larson, PhD; Steven J. Leinwand, PhD

Copyright: 2023

Edition: N/A

Grade Level: 6-8

Course: [M/J Grade 6 Accelerated Mathematics](#)

Bid ID: 465

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

4 - Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

Strength - Teacher edition book and organized very well. I love the various suggestions for teachers to use for centers, differentiation, group work, prior knowledge check, etc. There are a lot of opportunities for students to practice and teachers to review and assess. The adaptive practice is a great tool to supplement when needed. The material provided makes it easy for teachers to find what they need to teach and easily differentiate lessons when needed without having to find extra materials on

their own. The lessons are not "over loaded" with information, which can cause students to become overwhelmed. The skills are taught by steps and are organized in a way to keep students engaged in the procedures being learned which can help students to understand the procedures better. Weaknesses - I did not find many weaknesses in this material - I would only say more materials for ELL students could be added or at least suggestions to help those students.

Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	4 - Good Alignment	Students are given descriptions and examples of expressions; plenty of practice to write expressions and descriptions
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of $\square < \square$. Represent the inequality on a number line.	4 - Good Alignment	Problems are written in various forms, giving students opportunities to see various representations
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	4 - Good Alignment	Lesson follows standards and benchmark clarification
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	5 - Very Good Alignment	Standard is covered completely; all properties are defined and practiced throughout the lesson.
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	3 - Fair Alignment	Equations and inequalities are dispersed throughout multiple lessons; the

			skill is connected with other benchmarks easily
MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.	5 - Very Good Alignment	Benchmark clarifications are followed; various representations of equations are used in multiple lessons. I love how this standard is spread out through multiple lessons and various strategies are used.
MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.	5 - Very Good Alignment	Standard is covered in detail; clarifications are addressed.
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	3 - Fair Alignment	Lessons have more practice with decimals than fractions; only a few fraction addition and subtraction problems found in the lessons.
MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation: □, a to b, or a:b where $b \neq 0$.	4 - Good Alignment	Real world context given; benchmark clarifications are followed.
MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	4 - Good Alignment	Benchmark is covered completely.
MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	3 - Fair Alignment	Lessons could have more practice with creating tables.

MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	4 - Good Alignment	Lesson instruction follows benchmark clarification
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	4 - Good Alignment	Problems given are real world related; various representations are used.
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	4 - Good Alignment	Lesson addresses benchmark accurately.
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	4 - Good Alignment	All measures of are covered except for range (range is addressed later in the box plot lesson).
MA.6.DP.1.3	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.	4 - Good Alignment	Real world problems are used; all parts of box plots are given in examples and practice throughout lessons.
MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.	4 - Good Alignment	Lesson uses both histograms and line plots; all vocabulary is explained and modeled in detail.
MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	5 - Very Good Alignment	Benchmark is spread out throughout multiple lessons which allow skills to build upon one another.
MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.	4 - Good Alignment	Module 18 covers all types of measures and diagrams, detailed practice for students to practice description of histograms, box plots, and line plots.

MA.6.GR.1.1	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.	4 - Good Alignment	Lesson covers standard appropriately.
MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	4 - Good Alignment	Lesson covers standard; real world problems are given to practice skill
MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	4 - Good Alignment	Benchmark clarifications are covered; instruction and examples are given in detail.
MA.6.GR.2.1	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.	5 - Very Good Alignment	Instruction includes relationship between rectangles and triangles to derive area formula and practice using the formula.
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	4 - Good Alignment	Lesson uses circles, which is a 7th grade standard but this fits in well since this is an advanced course.
MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	5 - Very Good Alignment	Students first learn how to calculate volume, then next lesson uses this to build onto finding missing dimensions.
MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	4 - Good Alignment	Standard and benchmark clarifications are covered.
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	4 - Good Alignment	Standard is covered in detail and benchmark

			clarifications are followed.
MA.6.NSO.1.2	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.	4 - Good Alignment	Benchmark clarification 1 is covered really well throughout the lessons, using different verbal comparison words.
MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.	3 - Fair Alignment	Absolute values is covered well, but lesson needs various number lines (most of them are horizontal) and more practice with absolute value of rational numbers.
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	4 - Good Alignment	Real world examples and problems are given.
MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	Lessons build upon one another (multiplication to division), benchmark clarifications are followed.
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.	4 - Good Alignment	Lessons use appropriate amount of visual models to connected to standard algorithm, lessons build upon one another to promote understanding of skill.
MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	4 - Good Alignment	Multi step problems are given throughout various lessons to connect skill with other benchmarks as well.

MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	4 - Good Alignment	Lessons connected GCF and LCM with simplifying fractions.
MA.6.NSO.3.2	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.	4 - Good Alignment	Benchmark is covered with GCF.
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	4 - Good Alignment	Material covers benchmark thoroughly.
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	4 - Good Alignment	Instruction and material connects prime factorization with other benchmark skills (GCF and distributive property).
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	4 - Good Alignment	Benchmark is covered.
MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	4 - Good Alignment	Benchmark is covered; use of number lines are extensive which is good; more manipulatives and diagrams would be useful for addition and subtraction.
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	4 - Good Alignment	Good use of models and diagrams in instruction
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	4 - Good Alignment	Good connections with previously learned skills; benchmark clarifications are addressed.
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	3 - Fair Alignment	Benchmark clarification 2 mentions rational

			coefficients; lessons need more practice with fraction coefficients.
MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.	4 - Good Alignment	Benchmark and clarifications are covered in lessons.
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	5 - Very Good Alignment	All types of percent problems are represented throughout various lessons.
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	4 - Good Alignment	Real world problems are used to solve proportion problems; also link to statistics and probability.
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	4 - Good Alignment	Benchmark clarification includes justification of appropriate measures; more opportunities for this could be added in the lesson.
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.	5 - Very Good Alignment	All types of representation is given in the lessons for students to compare data.
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	4 - Good Alignment	Standard is covered well in material.
MA.7.DP.2.1	Determine the sample space for a simple experiment.	4 - Good Alignment	Standard is covered well in material; different scenarios are given for probability.

MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	4 - Good Alignment	Instruction includes descriptions found in benchmark clarifications.
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	4 - Good Alignment	Different scenarios are used to practice skill (marbles, rolling die, etc.)
MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	4 - Good Alignment	Lesson instructs on experimental and theoretical probability as clarification suggests.
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	5 - Very Good Alignment	Lesson instruction relates area of shapes to rectangles and triangles, connecting previous skills with benchmark.
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	4 - Good Alignment	Examples given and material used in instruction covers benchmark.
MA.7.NSO.2.1	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.	4 - Good Alignment	Practice problems include exponents, absolute value, and grouping symbols. Practice problems are complex, encouraging students to think above level.
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	4 - Good Alignment	Lessons completely cover standard.
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	4 - Good Alignment	Benchmark is covered in multiple lessons.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others:	4 - Good Alignment	Tasks throughout lessons encourage students to participate in lesson by explaining

	<ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 		or sharing thinking with one another.
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. 	4 - Good Alignment	Most lessons include models and various scenarios for students to think about the problems in multiple ways. Connections are made with previous skills to help students understand the skill.
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. 	4 - Good Alignment	Instruction promotes fluency; students are encouraged to explain methods.

	<ul style="list-style-type: none"> • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 		
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	4 - Good Alignment	Spark Your Learning section in front of lessons allows students to explain and discuss their thinking with others.
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. 	4 - Good Alignment	Lessons focus on patterns to to solve problems and understand complex problems.

	<ul style="list-style-type: none"> Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. 		
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. 	4 - Good Alignment	Discussions are encouraged, explanations are encouraged throughout lessons.
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency. 	5 - Very Good Alignment	All lessons use real world and relatable problems for students to understand the importance of the skills they are learning.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Every lesson begins with a "Turn and Talk"

			question that encourages students to communicate and justify their answer.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Information and text is on grade level.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Students are encouraged to infer information about each lesson at the beginning, which give them a goal and reason for completed problems presented in the lesson.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Turn and Talk and Learning Mindset sections in the lessons allow for students to reflect on their learning and reasoning; it also encourages them to explain why their discussions are helpful.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Many opportunities given for students to show and explain their steps and work when solving problems
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Variety of questions and discussion topics are given throughout the lessons, which allows students to practice their speaking and writing skills.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary	3 - Fair Alignment	Differentiated options are given throughout teacher edition; more

	for academic success in the content area of Mathematics.		suggestions for ELL learners may be helpful.
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Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Sixth grade, as well as 7th grade standards for advanced courses, are covered well in all lessons.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	Text material is appropriate for sixth grade.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Online instruction, textbook material, extra resources are all easily adaptable.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Examples and instruction seems to all be thought out well, Turn and Talk throughout the lessons gives students opportunities to discuss learning together.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Standards are matched in the lessons; students are given complex problems to carry the standards a bit farther when appropriate.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	Lessons in text matches complexity for students in advanced courses.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	The lessons are thorough and are spaced out in a way that students can understand material in an appropriate timeframe.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	The online Adaptive Practice works well with textbook material; students can work at

		their own pace or be assigned extra assignments based on classroom lessons.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Adaptive Practice allows for extra practice; extra materials (such as reteach worksheets) are also available.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	No noticeable errors found.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	No bias found.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	Content is accurate based on standards.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	No mistakes found in material or instruction.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Instruction seems up to date with current student learning.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	Content matches standards and benchmark
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Content is appropriate for sixth grade learners.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Content is real world and relatable, giving students and understanding of the importance of what they are learning.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Students are able to make connections with other subject areas within many of the lessons.

19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	No bias or unfair information found.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	No inappropriate information found.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Benchmark and standards are clearly covered in the material.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	Many suggestions given to support students with extra lessons and activities (some require teachers to make materials, but nothing more than writing problems on index cards or post-its mostly).
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Online practice and activities given in teacher edition match with the main lessons.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Lessons are organized in a way that makes sense to the students.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	Lessons are organized and set up in a way that should keep students engaged throughout the lesson.
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Lessons are not "overloaded" with information. The instruction is organized well so students can understand content easily.

6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	3 - Fair Alignment	Students can have access to textbook digitally or in print.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	The textbook seems to be organized well and all information is easy to find and easy to read.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Turn and talk sections allow students to stay engaged. Having discussions with one another can help to motivate them to stay engaged with the instruction.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Modules are organized by Big Ideas, each lesson goes through the concepts that align with the Big Ideas.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Students are encouraged to answer questions either orally or by writing down answers about what they are learning or will be learning about.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	As students work through examples or guided problems, written instruction explains the concept further.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	Teacher edition gives suggestions for activities to support learners who need more instruction.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	Materials engaged students mentally, turn and talk could be considered physical engagement.

7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	The teacher edition includes many different suggestions to engage students and help those who need more support and extend learning for high achieving learners.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	Math problems taught by steps and explained thoroughly
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Instruction is focused on fluency and procedural knowledge.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	End of lessons have test prep
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	Students are asked to explain steps in finding answer and show steps; various assessment opportunities are given in the teacher edition
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	Teacher edition provides various differentiated learning suggestions and activities
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	Many opportunities for written and oral communication and group work.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	Various learning strategies are used throughout lessons.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	4 - Good Alignment	No CRT found in materials
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	No CRT found in materials

Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	No evidence of CRT found
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	4 - Good Alignment	No evidence of this found

A	B	C	D	E												
Bid #	Course	Title	Special Topics (Y/N)	Subject-Specific Standards Score												
1	454	Mathematics-Kindergrarten (Special Topics)	Y (see below)	4.1												
2	455	Mathematics-Grade One (Standards)	N	3.8												
3	456	Mathematics-Grade Two (Special Topics)	Y(see below)	4.9												
4	459	Mathematics-Grade Five (Standards)	N	3.9												
5	465	M/J Grade 6 Accelerated Mathematics (Standards)	N	3.8												
6	470	Pre-Calculus Honors (Special Topics)	Y(see below)	4.8												
7	471	Pre-Calculus Honors (Special Topics)	Y(see below)	4.2												
8		Functions Modeling Change														
9																
10																
11		Bid #454-Kindergrarten														
12	Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	3 - Fair Alignment	The section "supporting all learners" contains references to peoples/cultures/equity in the TE.													
13		Bid #456-Grade Two														
14	Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	3 - Fair Alignment	Attempts at multicultural teaching is evident. Ex - types of housing for different groups of people.													
15		Bid # 470-Precalculus Honors														
16	1. Section 1.2 #91-92 shows chart: global Carbon Emissions from Fossil Fuel Burning. Both say there is climate change but data doesn't show how burning fossil fuels relates to climate change and global warming. No source for data.	<p>For Exercises 91 and 92, refer to the following table:</p> <table border="1"> <thead> <tr> <th>YEAR</th> <th>MILLIONS OF TONS OF CARBON</th> </tr> </thead> <tbody> <tr> <td>1900</td> <td>500</td> </tr> <tr> <td>1925</td> <td>1000</td> </tr> <tr> <td>1950</td> <td>1500</td> </tr> <tr> <td>1975</td> <td>5000</td> </tr> <tr> <td>2000</td> <td>7000</td> </tr> </tbody> </table> <p>91. Climate Change: Global Warming. What is the average rate of change in global carbon emissions from fossil fuel burning from</p> <p>a. 1900 to 1950?</p> <p>b. 1950 to 2000?</p> <p>▶ Answer</p> <p>92. Climate Change: Global Warming. What is the average rate of change in global carbon emissions from fossil fuel burning from</p> <p>a. 1950 to 1975?</p> <p>b. 1975 to 2000?</p> <p>▶ Solution</p>	YEAR	MILLIONS OF TONS OF CARBON	1900	500	1925	1000	1950	1500	1975	5000	2000	7000		
YEAR	MILLIONS OF TONS OF CARBON															
1900	500															
1925	1000															
1950	1500															
1975	5000															
2000	7000															
17																

From: Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>

Sent: Tuesday, February 01, 2022 3:23 PM EST

To: Seeds; Cathy

Subject: FW: Additional Social Studies Questions

Attachment(s):

"image002.png", "image003.png", "image004.png", "image005.png", "image006.png", "image007.png", "image008.png", "image001.png"

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
DOE email signature

From: Tullos, Lisa <lisa.tullos@mheducation.com>

Sent: Tuesday, February 1, 2022 1:40 PM

To: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Subject: Additional Social Studies Questions

Dear Florida Department of Education:

When will Access Points aligned to the new Civics and Government standards be available? If they will be released before the submission deadline for instructional materials, is there an expectation that publishers must include Access Points for the new CG benchmarks when we submit our programs?

Do you have an estimated date when additional specifications and/or description of the Florida Civic Literacy Examination (FCLE) will be released?

We are very unclear what information is to be provided in the Integrated K-12 Civic Education Correlation document. What items are to be listed and correlated? Is this asking for references to activities/instructional support in teaching-facing materials? Is the expectation that we list the new Civics and Government (CG) benchmarks and correlate teacher-facing materials to them? Do we list other benchmarks that also relate to Rule 6A-1.09411? Or do we list the line items in Rule 6A-1.09411 and correlate to each of those instead?

Also, do we submit an Integrated K-12 Civic Education Correlation with every program, regardless of subject matter, or does it only apply to programs that include the new CG benchmarks and/or other benchmarks that relate to 6A-1.09411?

Thanks very much for your help with this.

--McGraw-Hill



Lisa Tullos

Bids & Contracts Specialist
McGraw Hill LLC | School Group
8787 Orion Place, Columbus OH 43240
P:614-430-4692

lisa.tullos@mheducation.com
mheducation.com



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From: Tullos, Lisa <lisa.tullos@mheducation.com>

Sent: Wednesday, April 06, 2022 5:06 PM EDT

To: Hamilton, Lauren; Baumbach, Amber

CC: Seeds; Cathy

Subject: FW: Additional Social Studies Questions

Attachment(s):

"image001.png", "image002.png", "image003.png", "image004.png", "image005.png", "image006.png", "image007.png"

Dear Florida Department of Education:

When will Access Points aligned to the new Civics and Government standards be available? If they will be released before the submission deadline for instructional materials, is there an expectation that publishers must include Access Points for the new CG benchmarks when we submit our programs?

Do you have an estimated date when additional specifications and/or description of the Florida Civic Literacy Examination (FCLE) will be released?

We are very unclear what information is to be provided in the Integrated K-12 Civic Education Correlation document. What items are to be listed and correlated? Is this asking for references to activities/instructional support in teaching-facing materials? Is the expectation that we list the new Civics and Government (CG) benchmarks and correlate teacher-facing materials to them? Do we list other benchmarks that also relate to Rule 6A-1.09411? Or do we list the line items in Rule 6A-1.09411 and correlate to each of those instead?

Also, do we submit an Integrated K-12 Civic Education Correlation with every program, regardless of subject matter, or does it only apply to programs that include the new CG benchmarks and/or other benchmarks that relate to 6A-1.09411?

Thanks very much for your help with this.

--McGraw-Hill

From: Tullos, Lisa

Sent: Wednesday, February 16, 2022 10:38 AM

To: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Subject: RE: Additional Social Studies Questions

Good afternoon,

Following up on the questions below from our team regarding the upcoming Social Studies adoption.

Thank you,

Lisa



Lisa Tullos

Bids & Contracts Specialist

McGraw Hill LLC | School Group

8787 Orion Place, Columbus OH 43240

P:614-430-4692

lisa.tullos@mheducation.com

mheducation.com



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To learn more, visit mheonline.com/Achieve3000-LearnMore

From: Tullos, Lisa

Sent: Tuesday, February 1, 2022 8:40 AM

To: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Subject: Additional Social Studies Questions

Dear Florida Department of Education:

When will Access Points aligned to the new Civics and Government standards be available? If they will be released before

the submission deadline for instructional materials, is there an expectation that publishers must include Access Points for the new CG benchmarks when we submit our programs?

Do you have an estimated date when additional specifications and/or description of the Florida Civic Literacy Examination (FCLE) will be released?

We are very unclear what information is to be provided in the Integrated K-12 Civic Education Correlation document. What items are to be listed and correlated? Is this asking for references to activities/instructional support in teaching-facing materials? Is the expectation that we list the new Civics and Government (CG) benchmarks and correlate teacher-facing materials to them? Do we list other benchmarks that also relate to Rule 6A-1.09411? Or do we list the line items in Rule 6A-1.09411 and correlate to each of those instead?

Also, do we submit an Integrated K-12 Civic Education Correlation with every program, regardless of subject matter, or does it only apply to programs that include the new CG benchmarks and/or other benchmarks that relate to 6A-1.09411?

Thanks very much for your help with this.

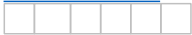
--McGraw-Hill



Lisa Tullos

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mheducation.com



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From: Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>
Sent: Thursday, May 19, 2022 4:11 PM EDT
To: Seeds; Cathy
Subject: FW: Bid Deposit Refund
Attachment(s): "image003.png", "image002.jpg"

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
DOE email signature

From: Jacobson, Lisa <Lisa.Jacobson@hnhco.com>
Sent: Thursday, May 19, 2022 4:06 PM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>
Subject: RE: Bid Deposit Refund

Hi Amber, sorry it has taken me so long to respond, BUT I do have an answer. First, my apologies for the inconvenience of having the check returned to you.

Please send the check to the attention of Daisy Rivera in our Accounting Department. Her address is as follows:

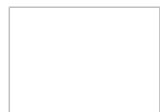
Daisy Rivera
Houghton Mifflin Harcourt
9400 Southpark Center Loop
Orlando, FL 32819

Please let me know if you have any questions.

Best,
Lisa

Lisa Jacobson
Sr. Director, Bids and Contracts

Houghton Mifflin Harcourt
125 High Street
Boston, MA 02110
Office: 617.351.5415
lisa.jacobson@hnhco.com
hnhco.com



From: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Sent: Thursday, May 19, 2022 9:23 AM
To: Jacobson, Lisa <Lisa.Jacobson@hnhco.com>
Subject: Bid Deposit Refund

This message originated from outside your organization

Hi Lisa,

I sent this to Tavi but got her out of office.

Hi Tavi,

Bid deposit refunds were sent out and HMH's was returned to us. What address should we be sending it to?

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

[DOE email signature](#)

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Tuesday, April 26, 2022 8:11 AM EDT
To: Duncan; Patricia
CC: Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia
Subject: FW: Big Ideas - initial appeal call
Attachment(s): "Publisher Appeal Template_Big Ideas Learning_Alg 2_Bid ID 311.xlsx", "image001.png", "image002.png", "image003.png", "image004.png", "image005.png", "image006.png", "image007.png", "image008.png", "image009.png", "image010.png"
Good morning PJ,

Please see the attached correlations for the Algebra 2 course for Big Idea's. Please have your team review the links and return back. All links should be working, but please let me know if you have any trouble accessing.

Thank you for helping with this and the quick turnaround!

Let me know if you have any questions along the way,
Lauren

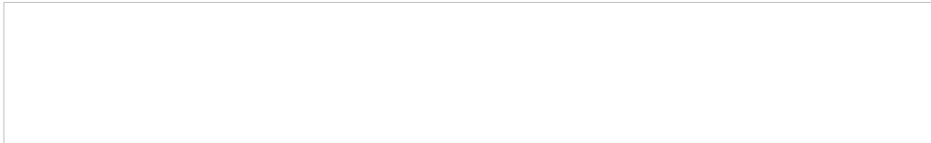
Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Monday, April 25, 2022 3:21 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Good afternoon,

Thank you again for taking the time to speak with us this morning. Please see attached for the appeal template for Algebra 2 with CalcChat® and CalcView® from Big Ideas Learning, LLC. In response to the state's "Not Recommended List" pictured below, the attached template shows citations in response to the standards scored with below a 3.



Please let us know if you have any questions or if there is anything else we can provide you with at this time. Again, thank you for providing us with this opportunity and we look forward to a continued partnership with the FL DOE.

Best regards,

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 10:35 AM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Good morning,

Thank you for speaking with us this morning! I have attached the appeal template as well as the reviews for 298, 299, and 302 for your convenience.

Please reach out if you have any questions or concerns along the way,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

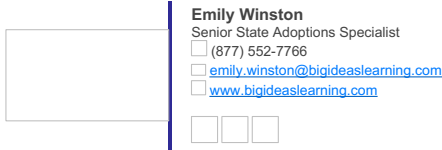
FDOE_Public Schools Signature (005)

Sent: Friday, April 22, 2022 6:24 PM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Ms. Baumbach,

Thank you for scheduling the meeting. Joining on Monday will be myself and Bob Onsi. To help facilitate the conversation, we thought we would share the attached document. We look forward to speaking with you as well.

Best regards,



From: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Sent: Friday, April 22, 2022 1:17 PM
To: Emily Winston <emily.winston@larsontexts.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: Big Ideas - initial appeal call

Hi Emily,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Monday, April 25th, at 10:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time Big Ideas has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Monday.

Big Ideas - appeal
Mon, Apr 25, 2022 10:00 AM - 10:30 AM (EDT)

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<https://meet.goto.com/552391413>

You can also dial in using your phone.
United States (Toll Free): [1 866 899 4679](tel:18668994679)
United States: [+1 \(571\) 317-3116](tel:+15713173116)

Access Code: 552-391-413

Join from a video-conferencing room or system.
Dial in or type: 67.217.95.2 or inroomlink.goto.com
Meeting ID: 552 391 413
Or dial directly: [552391413@67.217.95.2](tel:552391413@67.217.95.2) or 67.217.95.2##552391413

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
DOE email signature



From: Emily Winston <emily.winston@larsontexts.com>
Sent: Friday, April 22, 2022 12:32 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: Big Ideas Learning - FL 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,

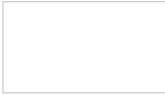
On behalf of Big Ideas Learning, LLC, we first would like to thank the staff of the FL DOE for creating this multi-step adoption process and allowing us to work with your team. We sincerely appreciate your diligence, time, and dedication to this matter, and we look forward to partnering with you.

Big Ideas Learning, LLC would like to appeal the decision of the FL DOE to not list our Florida's B.E.S.T Standards for Math K-5 (Bid IDs 298-303) and Algebra 2 with CalcChat® and CalcView® (Bid ID 311) titles on the state's approved Instructional Materials Adoption List.

At this time, we do not want to pursue a DOAH hearing and would like to work directly with DOE staff to remediate our issue. We are requesting a meeting as soon as possible regarding the materials mentioned above. If it would be helpful to DOE staff, we are happy to meet after non-traditional work hours during the week or over the weekend.

Please let us know what date and time would work best for DOE staff and we will be glad to set up the meeting.

Best regards,



Emily Winston

Senior State Adoptions Specialist

- ☐ (877) 552-7766
- ☐ emily.winston@bigideaslearning.com
- ☐ www.bigideaslearning.com



	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O		
	COURSE 1200330 Algebra 2																
	BID 311																
1	Standard Below 3 (if applicable)																
2																	
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction	Link to correction in materials												1-	
4	MA.912.AR.1.6		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.	4.2	4.3	4.4	4.5										
5	MA.912.AR.1.9		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.	7.4	7.5												
6	MA.912.AR.3.2		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.	3.1	3.2	3.3	3.4										
7	MA.912.AR.3.3		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.	3.6													
8	MA.912.AR.3.4		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.	2.3	2.4	3.1	3.4										
9	MA.912.AR.3.8		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.	2.1	2.2	2.3	2.4	3.1	3.3	3.4	3.5						
10	MA.912.AR.3.9		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.	3.6													
11	MA.912.AR.3.10		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.	3.6													
12	MA.912.AR.4.2		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.	1.4													
13	MA.912.AR.4.4		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.	1.5													

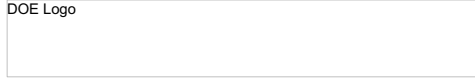
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
14	MA.912.AR.5.2		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			6.6									
15	MA.912.AR.5.4		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			6.1	6.7	6.4							
16	MA.912.AR.6.1		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			4.5									
17	MA.912.AR.6.5		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			4.1	4.5	4.7	5.8						
18	MA.912.AR.7.1		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			5.5									
19	MA.912.AR.7.2		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			5.3	5.4	5.8							
20	MA.912.AR.7.3		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			5.3	5.4								
21	MA.912.AR.8.1		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			7.1	7.6								
22	MA.912.AR.8.2		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			7.2	7.3	7.5	7.6						
23	MA.912.AR.8.3		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			7.1	7.2	7.3	7.4	7.5	7.6				
24	MA.912.AR.9.7		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			3.5	3.7								
25	MA.912.DP.2.8		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			2.4									

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
26	MA.912.DP.2.9		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			6.7									
27	MA.912.F.1.7		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			1.3	1.5	2.2	5.3	6.1	6.2	6.3	7.2		
28	MA.912.F.2.2		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			1.1	1.2	2.1	4.6	5.3	5.4	6.4	7.2		
29	MA.912.F.2.3		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			1.2	2.1	4.6	5.3	5.4	6.4	7.2			
30	MA.912.F.2.5		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			1.2	2.1	4.6	5.3	5.4	6.4	7.2			
31	MA.912.F.3.2		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			5.6	6.6								
32	MA.912.F.3.4		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			5.7									
33	MA.912.F.3.6		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			5.8									
34	MA.912.F.3.7		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			5.8	6.3								
35	MA.912.FL.3.1		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			6.2									
36	MA.912.FL.3.2		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			6.1	6.2								
37	MA.912.FL.3.4		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			6.2									

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
38	MA.912.NSO.1.3		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			5.1	5.2								
39	MA.912.NSO.1.5		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			5.2									
40	MA.912.NSO.1.6		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			6.3	6.5								
41	MA.912.NSO.1.7		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			6.3	6.5								
42	MA.912.NSO.2.1		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			3.2									
43	MA.K12.MTR.6.1		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			p.27	p.120	p.257	p.391						

From: Seeds, Cathy <Cathy.Seeds@fldoe.org>
Sent: Tuesday, April 26, 2022 10:49 AM EDT
To: Rivers1; Angelia
Subject: FW: Big Ideas - initial appeal call
Attachment(s):
"image002.png", "image003.png", "image004.png", "image005.png", "image006.png", "image007.png", "image009.png", "image010.png", "image011.png", "image013.png", "image014.png", "Publisher Appeal Template_Big Ideas Learning_Gr 1_Bid ID 299.xlsx", "Publisher Appeal Template_Big Ideas Learning_Gr 4_Bid ID 302.xlsx", "Publisher Appeal Template_Big Ideas Learning_Gr K_Bid ID 298.xlsx", "image001.png", "image012.jpg"

Cathy Seeds
Director, Library Media & Instructional Materials
Bureau of Standards & Instructional Support
Florida Department of Education



From: Emily Winston <emily.winston@larsontexts.com>
Sent: Tuesday, April 26, 2022 8:04 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Great! Apologies again for the issues with the previous links! I updated the link in the attached templates with the link that worked for you below. Please let me know if you have any questions.

Best regards,

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Tuesday, April 26, 2022 7:58 AM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

This worked!

Thank you for sending this in. We will take a look and reach out regarding next steps.

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax



From: Emily Winston <emily.winston@larsontexts.com>
Sent: Monday, April 25, 2022 5:05 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Lauren,

Are you able to access the files via this link?

[Florida Big Ideas Math - Front matter](#)

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 4:15 PM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Emily,

I'm sorry, now the link wont load at all. Please let me know if there is anything I can do to assist!

Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>

Sent: Monday, April 25, 2022 2:45 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: RE: Big Ideas - initial appeal call

Hi Lauren,

Apologies again! Please see attached and let me know if you are still having trouble with the links.

Best regards,

Emily Winston

Senior State Adoptions Specialist

(877) 552-7766

emily.winston@bigideaslearning.com

www.bigideaslearning.com



From: Emily Winston

Sent: Monday, April 25, 2022 2:34 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: RE: Big Ideas - initial appeal call

So sorry about that! I will work on that and get back to you very soon.

Emily Winston

Senior State Adoptions Specialist

(877) 552-7766

emily.winston@bigideaslearning.com

www.bigideaslearning.com



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

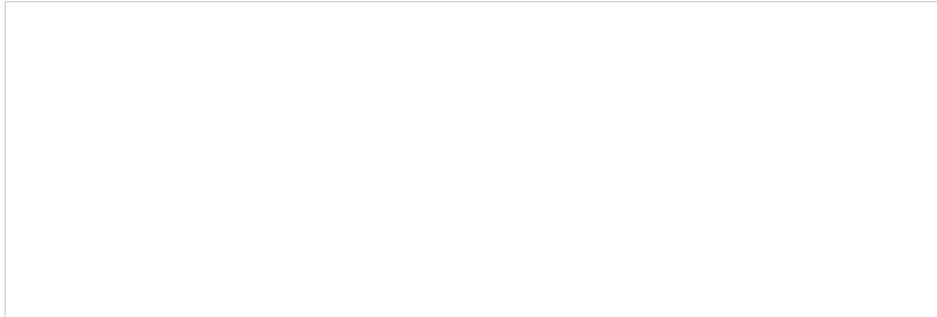
Sent: Monday, April 25, 2022 2:28 PM

To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: RE: Big Ideas - initial appeal call

Im not sure whats going on...This is the screen I receive when trying to access.



Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>

Sent: Monday, April 25, 2022 2:26 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>


Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: RE: Big Ideas - initial appeal call


Hi Lauren,

Could you please try the links in these files? They should work, but if not, please let me know and I will send them another way.

Best regards,



Emily Winston
 Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 2:20 PM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Emily,

Thank you for sending this in so quickly. It looks like we may have to be added to the sharepoint for access to the materials. Will you please add our team or send a different form of access?

Thank you!
Lauren

Lauren Hamilton
 Instructional Materials Specialist
 Bureau of Standards and Instructional Support
 Florida Department of Education
 325 West Gaines Street, Suite 424
 Tallahassee, FL 32399-0400
 850-245-0882 Office
 850-245-0826 Fax

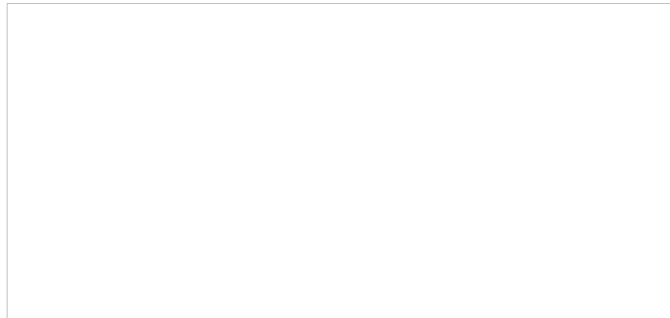
FDOE_Public Schools Signature (005)



From: Emily Winston <emily.winston@larsontexts.com>
Sent: Monday, April 25, 2022 2:15 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Good afternoon,

Thank you again for taking the time to speak with us this morning. Please see attached for appeal templates for Grades K, 1, and 4 from Big Ideas Learning, LLC. In response to the state's "Not Recommended List" pictured below, the attached templates show our proposed solution for the removal of the included special topic (SEL).




Please let us know if you have any questions or if there is anything else we can provide you with at this time. Again, thank you for providing us with this opportunity and we look forward to a continued partnership with the FL DOE.

Best regards,



Emily Winston
 Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 10:35 AM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Good morning,

Thank you for speaking with us this morning! I have attached the appeal template as well as the reviews for 298, 299, and 302 for your convenience.

Please reach out if you have any questions or concerns along the way,
Lauren

Lauren Hamilton
 Instructional Materials Specialist
 Bureau of Standards and Instructional Support
 Florida Department of Education
 325 West Gaines Street, Suite 424
 Tallahassee, FL 32399-0400
 850-245-0882 Office
 850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Friday, April 22, 2022 6:24 PM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Ms. Baumbach,

Thank you for scheduling the meeting. Joining on Monday will be myself and Bob Onsi. To help facilitate the conversation, we thought we would share the attached document. We look forward to speaking with you as well.

Best regards,

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Sent: Friday, April 22, 2022 1:17 PM
To: Emily Winston <emily.winston@larsontexts.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: Big Ideas - initial appeal call

Hi Emily,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Monday, April 25th, at 10:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time Big Ideas has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Monday.

Big Ideas - appeal
Mon, Apr 25, 2022 10:00 AM - 10:30 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.
<https://meet.goto.com/552391413>

You can also dial in using your phone.
United States (Toll Free): [1 866 899 4679](tel:1-866-899-4679)
United States: [+1 \(571\) 317-3116](tel:+1-571-317-3116)


Access Code: 552-391-413

Join from a video-conferencing room or system.
Dial in or type: 67.217.95.2 or inroomlink.goto.com
Meeting ID: 552 391 413
Or dial directly: [552391413@67.217.95.2](tel:552391413@67.217.95.2) or 67.217.95.2##552391413

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
DOE email signature



From: Emily Winston <emily.winston@larsontexts.com>
Sent: Friday, April 22, 2022 12:32 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: Big Ideas Learning - FL 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,

On behalf of Big Ideas Learning, LLC, we first would like to thank the staff of the FL DOE for creating this multi-step adoption process and allowing us to work with your team. We sincerely appreciate your diligence, time, and dedication to this matter, and we look forward to partnering with you.

Big Ideas Learning, LLC would like to appeal the decision of the FL DOE to not list our Florida's B.E.S.T Standards for Math K-5 (Bid IDs 298-303) and Algebra 2 with CalcChat® and CalcView® (Bid ID 311) titles on the state's approved Instructional Materials Adoption List.

At this time, we do not want to pursue a DOAH hearing and would like to work directly with DOE staff to remediate our issue. We are requesting a meeting as soon as possible regarding the materials mentioned above. If it would be helpful to DOE staff, we are happy to meet after non-traditional work hours during the week or over the weekend.

Please let us know what date and time would work best for DOE staff and we will be glad to set up the meeting.

Best regards,

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

	A	B	C	D	E	F	G	H	I	J
1	COURSE <u>5012030</u> Grade <u>1</u>									
2	BID <u>299</u>									
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction	Link to correction in materials						
4		Social Emotional Learning (SEL)	Big Ideas Learning has removed all marketing front matter (pages iii-xxxii) from the Teaching Edition.	Grade 1 Front Matter (Before and After)						
5										
6										
7										
8										

	A	B	C	D	E	F	G	H	I	J
1	COURSE <u>5012060</u> Grade <u>4</u>									
2	BID <u>302</u>									
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction	Link to correction in materials						
4		Social Emotional Learning (SEL)	Big Ideas Learning has removed all marketing front matter (pages iii-xxxii) from the Teaching Edition.	Grade 4 Front Matter (Before and After)						
5										
6										
7										
8										

	A	B	C	D	E	F	G	H	I	J
1	COURSE 5012020 Grade K									
2	BID 298									
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction	Link to correction in materials						
4		Social Emotional Learning (SEL)	Big Ideas Learning has removed all marketing front matter (pages iii-xxxii) from the Teaching Edition.	Grade K Front Matter (Before and After)						
5										
6										
7										
8										

From: Evans, Carey A <carey.evans@cengage.com>
Sent: Thursday, May 05, 2022 11:03 AM EDT
To: Hamilton, Lauren; Seeds, Cathy; Rivers1, Angelia; Baumbach, Amber
CC: Jones, Beverly; Evans, Carey A
Subject: FW: Cengage Learning Inc. Meeting Request- Appeal Template and access link
Attachment(s): "FL_prgape08_pgA31.pdf", "FL_prgape08_pg228.pdf", "Updated 5 5 22 Publisher Appeal.Cengage.bid448_Precalculus with Limits AGA 8e c2020 SE corrections in 9781337904285.xlsx", "image001.png"

Apologize for additional email.

Just after I hit send, I was notified by my tech team that the other Precalculus text was removed from the link. Initially we had been trying to do this to create less confusion for you, but time in getting this back to you was becoming an issue so I sent as is. Just wanted to follow up because in email below I stated you will see other text.

Thanks again!

Carey

From: Evans, Carey A
Sent: Thursday, May 5, 2022 10:49 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Mackin, David <david.mackin@cengage.com>; Walts, Jeremy C <jeremy.walts@cengage.com>
Subject: Cengage Learning Inc. Meeting Request- Appeal Template and access link

Good morning Lauren and others!

To ensure you see the full digital experience, the student edition and teacher edition have been updated. On the template, the link takes you to the State Review site we submitted last July. Here you can click into the text *Precalculus with Limits: A Graphing Approach* to see the corrections. I listed the pathway below to save you some time searching. Because this is the State Review site, you will also see the other Precalculus text, which is on the Adopted List.

Attached is the Appeal Template as well as PDFs of the two pages I sent previously as we were waiting on digital platform update.

Open the link. [direct link](#)

Go to the first two titles "Precalculus with Limits: A Graphing Approach". The first is the Teacher's Edition, the second is the Student Edition.

Go to page 228 and page A31. The search for these pages are in bottom right corner.

On page 228, the problem is 'Example 5- Population Growth'. On page A31, the problem is '11. Sales'.

If you are asked for a UN/PW, use the following. username: adoption.review@florida.com password: Learning

Thanks for your time on this and let us know if there are questions or issues accessing the text!

Carey

Carey Evans
Sr. Regional Sales Manager - Southeast/Southwest
National Geographic Learning | Cengage
Cell# 864-415-0110
carey.evans@cengage.com

From: Evans, Carey A <carey.evans@cengage.com>
Sent: Tuesday, May 3, 2022 3:31 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Jones, Beverly <Bev.Jones@cengage.com>; Evans, Carey A <carey.evans@cengage.com>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: Cengage Learning Inc. Meeting Request

Good afternoon Lauren!

I want to update your team. Our tech engineers are currently collaborating with VitalSource so the student experience will show the new questions. We do not own the VitalSource platform, but the corrected files have been delivered to them for the update as the corrections will need to flow through and be activated by VitalSource. This is of the highest priority and the hope is to have the link tomorrow.

The corrections will be those seen in the google doc and PDFs I had sent previously.

Thanks!

Carey

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Thursday, April 28, 2022 10:48 AM

To: Jones, Beverly <Bev.Jones@cengage.com>; Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>

Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: [EXTERNAL] RE: Cengage Learning Inc. Meeting Request

Hi Beverly,

Thank you for sending this in! I do have access to the google drive, but I will also need links to the changes on your online platform as well. Can you please resend with those links as well?

Thank you!
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Jones, Beverly <Bev.Jones@cengage.com>

Sent: Thursday, April 28, 2022 10:12 AM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>

Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: RE: Cengage Learning Inc. Meeting Request

Ms. Hamilton

Please see the attached updated Publisher Appeal spreadsheet.

Please let us know if the links in this spreadsheet work for you.

Thank you!

Have a great day!

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Thursday, April 28, 2022 7:57 AM

To: Evans, Carey A <carey.evans@cengage.com>; Jones, Beverly <Bev.Jones@cengage.com>

Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: [EXTERNAL] RE: Cengage Learning Inc. Meeting Request

Hi Carey,

We will need the links for our review, but please add the pdf's as well so we can take a look.

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Evans, Carey A <carey.evans@cengage.com>

Sent: Wednesday, April 27, 2022 6:21 PM

To: Jones, Beverly <Bev.Jones@cengage.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: RE: Cengage Learning Inc. Meeting Request

As a follow-up, is a link required or can we send PDFs? We are working on issue. The link works on our end but could be a permission setting.

Apologize for error!

Carey

From: Jones, Beverly <Bev.Jones@cengage.com>

Sent: Wednesday, April 27, 2022 4:10 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: RE: Cengage Learning Inc. Meeting Request

I'm checking for you and will get back to you as soon as I find out.

Thank you for your patience.

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Wednesday, April 27, 2022 4:01 PM

To: Jones, Beverly <Bev.Jones@cengage.com>

Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: [EXTERNAL] RE: Cengage Learning Inc. Meeting Request

Hi Beverly,

It looks like the link to the google drive won't open up on our end. Is there another way to access?

Thanks!

Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Jones, Beverly <Bev.Jones@cengage.com>

Sent: Wednesday, April 27, 2022 3:58 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: RE: Cengage Learning Inc. Meeting Request

Ms. Hamilton

Attached is our completed Publisher Appeal Spreadsheet.

Please let us know if you need anything else.

Thank you so much for this opportunity.

Have a great rest of your day!

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Wednesday, April 27, 2022 10:22 AM
To: Jones, Beverly <Bev.Jones@cengage.com>
Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: [EXTERNAL] RE: Cengage Learning Inc. Meeting Request

Hello everyone,

Thank you for getting together this morning to speak with us. Please see the attached spreadsheet.

Please let me know if you have any questions along the way,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Jones, Beverly <Bev.Jones@cengage.com>
Sent: Tuesday, April 26, 2022 9:59 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: Cengage Learning Inc. Meeting Request

Thank you so much, Lauren for setting up this call.

Have a great rest of your day!

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Tuesday, April 26, 2022 9:36 AM
To: Jones, Beverly <Bev.Jones@cengage.com>
Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: [EXTERNAL] RE: Cengage Learning Inc. Meeting Request

Hi Beverly,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Wednesday, April 27th, at 10:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time Cengage has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

Cengage Learning-Appeal
Wed, Apr 27, 2022 10:00 AM - 10:30 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.
<https://meet.goto.com/186891597>

You can also dial in using your phone.
United States (Toll Free): [1 866 899 4679](tel:18668994679)
United States: [+1 \(571\) 317-3116](tel:+15713173116)

Access Code: 186-891-597

Join from a video-conferencing room or system.

Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 186 891 597

Or dial directly: [186891597](tel:186891597)@[67.217.95.2](tel:67.217.95.2) or 67.217.95.2##186891597

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Lauren Hamilton

Instructional Materials Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street, Suite 424

Tallahassee, FL 32399-0400

850-245-0882 Office

850-245-0826 Fax

FDOE_Public Schools Signature (005)

Logistic Growth Models

Some populations initially have rapid growth, followed by a declining rate of growth, as illustrated by the graph in Figure 3.29. One model for describing this type of growth pattern is the **logistic curve** given by the function

$$y = \frac{a}{1 + be^{-rx}}$$

where y is the population size and x is the time. An example is a bacteria culture that is initially allowed to grow under ideal conditions and then under less favorable conditions that inhibit growth. A logistic growth curve is also called a **sigmoidal curve**.

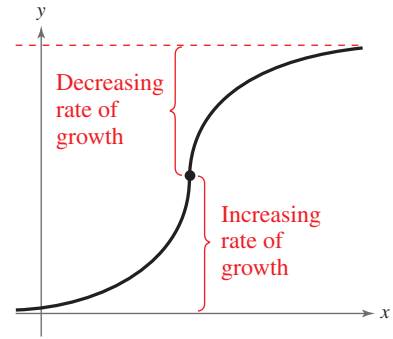


Figure 3.29 Logistic Curve

EXAMPLE 5 Population Growth

A conservation organization releases 25 Florida panthers into a game preserve. After 2 years, there are 39 panthers in the preserve. An equation that models the population of panthers in the preserve is given by

$$P = \frac{200}{1 + 7e^{-0.264t}}, \quad t \geq 0$$

where P is the total number of panthers in the preserve after t years.

- How many panthers are in the preserve after 5 years?
- When will the population reach 100?

Algebraic Solution

- After 5 years, the number of panthers in the preserve is

$$P = \frac{200}{1 + 7e^{-0.264(5)}} \approx 70.$$

- To determine when the population reaches 100, substitute 100 for P in the population model and then solve for t .

$$100 = \frac{200}{1 + 7e^{-0.264t}}$$

$$1 + 7e^{-0.264t} = 2$$

$$e^{-0.264t} = \frac{1}{7}$$

$$\ln e^{-0.264t} = \ln \frac{1}{7}$$

$$-0.264t = \ln \frac{1}{7}$$

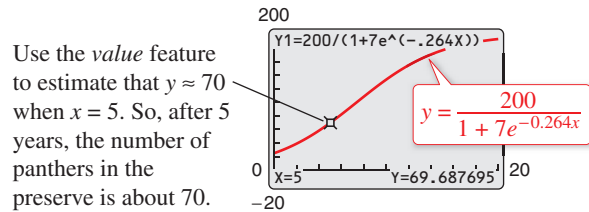
$$t = -\frac{1}{0.264} \ln \frac{1}{7}$$

$$t \approx 7.4$$

So, after about 7.4 years, the population of panthers in the preserve will reach 100.

Graphical Solution

-

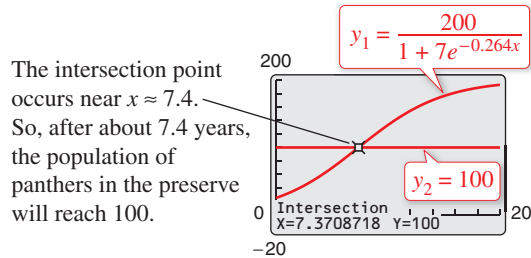


Use the *value* feature to estimate that $y \approx 70$ when $x = 5$. So, after 5 years, the number of panthers in the preserve is about 70.

- Use a graphing utility to graph

$$y_1 = \frac{200}{1 + 7e^{-0.264x}} \quad \text{and} \quad y_2 = 100$$

in the same viewing window. Use the *intersect* feature of the graphing utility to find the point of intersection of the graphs, as shown in the figure.



The intersection point occurs near $x \approx 7.4$. So, after about 7.4 years, the population of panthers in the preserve will reach 100.

✓ Checkpoint

In Example 5, when will the population reach 135?

B.1 Exercises

See *CalcChat.com* for tutorial help and worked-out solutions to odd-numbered exercises. For instructions on how to use a graphing utility, see Appendix A.

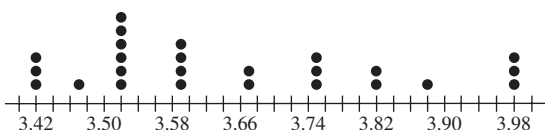
Vocabulary and Concept Check

In Exercises 1–6, fill in the blank.

- _____ are useful for ordering small sets of numbers by hand.
- A _____ uses a portion of a real number line as its horizontal axis, and the bars are not separated by spaces.
- You can use a _____ to construct a histogram.
- The bars in a _____ can be either vertical or horizontal.
- A _____ represents data graphically as points plotted in a rectangular coordinate system.
- _____ show trends over periods of time.

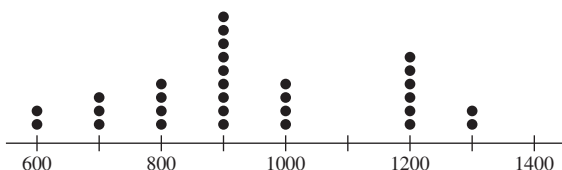
Procedures and Problem Solving

7. **Economics** The line plot shows a sample of average prices of diesel fuel at 25 fuel stations throughout the United States.



- What price occurred with the greatest frequency?
- What is the range of prices?

8. **Environmental Science** The line plot shows the weights (to the nearest hundred pounds) of municipal waste hauled by a garbage truck in 30 trips to a landfill.



- What weight occurred with the greatest frequency?
- What is the range of weights?



Education In Exercises 9 and 10, use the following scores from an algebra class of 30 students. The scores are for two 25-point quizzes.

Quiz #1 20, 15, 14, 20, 16, 19, 10, 21, 24, 15, 15, 14, 15, 21, 19, 15, 20, 18, 18, 22, 18, 16, 18, 19, 21, 19, 16, 20, 14, 12

Quiz #2 22, 22, 23, 22, 21, 24, 22, 19, 21, 23, 23, 25, 24, 22, 22, 23, 23, 23, 22, 24, 23, 22, 24, 21, 24, 16, 21, 16, 14

9. Construct a line plot for each quiz. For each quiz, which score(s) occurred with the greatest frequency?

10. Explain how you can use the line plots to determine which quiz had the greater mean score without calculating the means.

11. **Sales** The numbers of units sold by 48 sales representatives at a company during the past 3 months are listed below. Construct a frequency distribution and histogram for this data set.

107	162	184	170	177	102
145	141	105	193	167	149
195	127	193	191	150	153
164	167	171	163	141	129
109	171	150	138	100	164
147	153	171	163	118	142
107	144	100	132	153	107
124	162	192	134	187	177

12. **Education** The list shows the numbers of operating public school districts in the 50 states in 2017. Use a frequency distribution and a histogram to organize the data. (*Spreadsheet at LarsonPrecalculus.com*) (*Source: National Education Association*)



AK 54	AL 137	AR 259	AZ 715
CA 1028	CO 178	CT 196	DE 44
FL 75	GA 207	HI 1	IA 333
ID 155	IL 852	IN 402	KS 286
KY 173	LA 147	MA 404	MD 24
ME 214	MI 829	MN 529	MO 556
MS 165	MT 406	NC 115	ND 176
NE 245	NH 165	NJ 702	NM 89
NV 17	NY 691	OH 1026	OK 512
OR 196	PA 796	RI 63	SC 86
SD 150	TN 141	TX 1203	UT 141
VA 132	VT 360	WA 307	WI 422
WV 55	WY 48		

	A	B	C	D	E
1	COURSE ___ Pre-Calculus Honors_				
2	BID ___448___				
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction		
4		Appendix B, B.1 exercises, Exercise #11 p. A31 is about the percentage of individuals living below the poverty line in 2016. Content not meaningful to students.	The new exercise will provide data on the number of units sold by sales reps that will require students to construct a frequency distribution and histogram for the data set.		
5		Chapter 3, Section 3.5 - Exponential and Logarithmic Models, Example 5 p.228 is about the spread of a “contagious flu virus” that a student spreads.	The new example will reference an animal species population to illustrate the concept of logistic growth models.		
6		Direct Link to Online Product			
7					
8					

	F	G	H	I
1			Reviewer Evaluation Scale. 5- Very Good 4- Good 3- Fair 2- Poor 1- Very Poor/No Alignment	
2				
3	Link to correction in materials			
4	https://www.dropbox.com/scl/fc/1j6rntjimy9gumqzgs0i2/h?dl=0&rlkey=pinigoknluF2om8hgprz0wvln			
5				
6	direct link			
7				
8				

Subject: FW: Cengage Meeting
Location: 325 West Gaines Street, Tallahassee FL 32399

Start: Thursday, January 06, 2022 9:00 AM EST
End: Thursday, January 06, 2022 9:30 AM EST
Show Time As: Tentative

Recurrence: None

Meeting Status: Not yet responded

Required Attendees: Hess-Sitte, Allison; Fowler, Jessica

Hi Allison:

I won't be able to attend this in-person meeting tomorrow – if you could cover it please.

Thank you,

Alexis

-----Original Appointment-----

From: Mack, Henry <Henry.Mack@fldoe.org>
Sent: Monday, December 20, 2021 10:28 AM
To: Mack, Henry; Rock@thesouthernngroup.com; Jerri.Norris@cengage.com; Calatayud, Alexis
Subject: Cengage Meeting
When: Thursday, January 6, 2022 9:00 AM-9:30 AM (UTC-05:00) Eastern Time (US & Canada).
Where: 325 West Gaines Street, Tallahassee FL 32399

When you come into the building, please check In with the front desk. The security guard will then contact someone to escort you to the 15th floor.

From: Ratliff, Grace A <grace.ratliff@cengage.com>

Sent: Tuesday, January 04, 2022 3:29 PM EST

To: Seeds; Cathy

CC: Evans; Carey A

Subject: FW: Florida Adoption Specification Spreadsheets

Attachment(s): "K-12HS-Civics-GRCorrel.xlsx", "K-12IntegCivicEdCurrCorrel.xlsx", "K-12PrimSrcDocCorrel.xlsx"

Hi Cathy,

Hope 2022 is off to a great start for you.

We noticed on the state website the attached spreadsheets with newly released adoption requirements. Are these for Civics only or are these examples of what will be required for every grade level? We want to make sure we are on top of everything! Your help is appreciated.

Grace Ratliff

State Adoption Manager

919-624-9004

	A	B	C
1	High School Civics and Government Requirements	High School Civics and Government Requirements	
	If bid, submit correlation for the following courses: 2106310 - United States Government	2106320 - United States Government Honors	
	2106410 - Humane Letters 1 - History	2106420 - Advanced Placement United States Government and Politics	
	2106460 - The American Political System: Process and Power Honors	2106800 - Florida's Preinternational Baccalaureate United States Government	
2		Course, Title of Materials, Grade level	
3		If category does not apply to materials please mark "N/A"	
4		Requirement has been met? Yes/No	Evidence of this requirement. (link to materials, chapter or page number)
5	House Bill 5 (2021) requires that a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States be added to high school United States Government courses beginning in the 2021-2022 school year. This requirement must be included in high school United States Government instructional materials.	This section is intended to identify if the instructional material provides students the opportunity to have comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States. The instructional material should provide text-based content for this discussion.	Please indicate where the instructional material provides text-based content for this discussion. It may be in one section or spread throughout the materials.
6			

A	B	C
1	Integrated K-12 Civic Education Curriculum	
2	Course, Title of Materials, Grade level	
3	If category does not apply to materials please mark "N/A"	
4	Requirement	Requirement has been met? Yes/No
5	Requirement	Evidence of this requirement (link to materials, chapter or page number)
House Bill 5 required the Florida Department of Education to develop or approve an integrated civic education curriculum which is expressed in Rule 6A-1.09411, F.A.C., "K-12 Civic Education Curriculum. Instructional materials must provide guidance to educators on integrating the content of the "K-12 Civic Education Curriculum" across all other subject areas as part of regular school work in kindergarten through Grade 12.	This section is intended to identify if the instructional material provides guidance to educators on how to integrate the "K-12 Civic Education Curriculum" across all other subject areas as part of regular school work in kindergarten through Grade 12.	Indicate where the instructional material provides guidance to educators on how to integrate the "K-12 Civic Education Curriculum" across all other subject areas as part of regular school work in kindergarten through Grade 12. It may be in one section of spread throughout the materials.

	A	B	C	D
1	Primary Source Documents			
2	Course, Title of Materials, Grade level			
3	If category does not apply to materials please mark "N/A"			
4	Were primary source documents used? Yes/No	Benchmark	Primary Source Document	Evidence of Primary Source Document (link to materials, chapter or page number)
5	Indicate if a primary source is used in the instructional material.	If primary sources are used, please list each benchmark that included a primary source as part of the instructional material. Add a row for each benchmark so that benchmarks are listed individually.	List every primary source document that aligns to this benchmark.	Please indicate where the instructional material incorporates a primary source for this benchmark. It may be in one section or spread throughout the materials.

From: Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>
Sent: Thursday, January 27, 2022 8:28 AM EST
To: Seeds; Cathy
Subject: FW: HMH FL Science ISBNs updates
Attachment(s): "image001.png"

Still not sure I completely understand, but is it okay to change these ISBNs for HMH Science?

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
DOE email signature

From: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>
Sent: Wednesday, January 26, 2022 5:23 PM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Kelly, Tracy A <Tracy.Kelly@hnhco.com>; Davis MacRae <DavisMacRae@FSBD.COM>; Robin Fields <RobinFields@fsbd.com>
Subject: RE: HMH FL Science ISBNs updates

Good afternoon Amber –

The old ISBNs that went on the bid were actually related to an older platform on which the program was never produced. To clarify, at the time we bid our Science program, we developed it for our Ed platform rather than our older Think Central platform. The Think Central ISBNs were put on the bid instead of the Ed ISBNs. However, this wasn't discovered earlier, because the ISBNs involved are for the standalone 5-year online student subscription vs. our Print/Online Student package ISBNs. All of the Districts have so far purchased the package versions vs. the stand-alone. We now, though, have a district who wants to just buy the stand alone subscriptions and thus our discovery of the incorrect ISBNs. Again, we apologize for this error.

If you would like me to update the information in your database, I'm happy to do so. Otherwise, please confirm you will make note of these correct ISBNs. I hope this information answers any questions you had, but please let me know if you need any further clarification.

Thank you,
Tavi

Lataviance Taylor
Lead, Bids & Contracts Specialist
Business Desk, South Area

Houghton Mifflin Harcourt
9400 Southpark Center Loop
Orlando, FL 32819
Office: 407.345.2352
Fax: 407.352.1318
hnhco.com

From: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Sent: Monday, January 24, 2022 12:08 PM
To: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Kelly, Tracy A <Tracy.Kelly@hnhco.com>; Davis MacRae <DavisMacRae@FSBD.COM>; Robin Fields <RobinFields@fsbd.com>
Subject: RE: HMH FL Science ISBNs updates

This message originated from outside your organization

Hi Tavi,

Can you please provide us with some more information on why the ISBN's for science would need to be updated at this time?

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist

Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
DOE email signature

[Empty signature box]

From: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>
Sent: Monday, January 24, 2022 11:08 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Kelly, Tracy A <Tracy.Kelly@hnhco.com>; Davis MacRae <DavisMacRae@FSBD.COM>; Robin Fields <RobinFields@fsbd.com>
Subject: HMH FL Science ISBNs updates
Importance: High

Good afternoon Lauren/Amber - It has been brought to our attention that some of the Florida Science codes were erroneously cancelled. Please see table below for the updated ISBN's; contract prices will of course remain the same.

OLD ISBN 13	NEW ISBN 13	Material Title
9781328877123	9781328458438	HMH Science Florida Online Student Edition 5-Year Grade 6
9781328877130	9781328458445	HMH Science Florida Online Student Edition 5-Year Grade 7
9781328877147	9781328458452	HMH Science Florida Online Student Edition 5-Year Grade 8
9781328877246	9781328458490	HMH Science Florida Online Teacher Resource Management Center 5-Year Grade 6
9781328877253	9781328458537	HMH Science Florida Online Teacher Resource Management Center 5-Year Grade 7
9781328877260	9781328458544	HMH Science Florida Online Teacher Resource Management Center 5-Year Grade 8
9781328877154	9781328458476	HMH Science Florida Earth Online Student Edition 5-Year Grade 6
9781328877161	9781328458469	HMH Science Florida Life Online Student Edition 5-Year Grade 7
9781328877178	9781328458483	HMH Science Florida Physical Online Student Edition 5-Year Grade 8
9781328877277	9781328458551	HMH Science Florida Earth Online Teacher Resource Management Center 5-Year Grade 6
9781328877284	9781328458568	HMH Science Florida Life Online Teacher Resource Management Center 5-Year Grade 7
9781328877291	9781328458575	HMH Science Florida Physical Online Teacher Resource Management Center 5-Year Grade 8

Please let us know if you have any questions for concerns.

Thanks,
Tavi

Lataviance Taylor
Lead, Bids & Contracts Specialist
Business Desk, South Area

Houghton Mifflin Harcourt
9400 Southpark Center Loop
Orlando, FL 32819
Office: 407.345.2352
Fax: 407.352.1318
hnhco.com

Lataviance Taylor
Lead, Bids & Contracts Specialist
Business Desk, South Area

Houghton Mifflin Harcourt
9400 Southpark Center Loop
Orlando, FL 32819



Office: 407.345.2352
Fax: 407.352.1318
hnhco.com

From: Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>
Sent: Wednesday, May 18, 2022 2:11 PM EDT
To: Seeds; Cathy
Subject: FW: HMH Florida's B.E.S.T. Go Math! K-5: NOW APPROVED
Attachment(s): "image001.png", "image002.gif"

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
DOE email signature

From: Robby Edwards <redwards@lcsbmail.net>
Sent: Wednesday, May 18, 2022 2:08 PM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Subject: Re: HMH Florida's B.E.S.T. Go Math! K-5: NOW APPROVED

Amber,

We spoke with the publisher (HMH) about the Go Math curriculum. They confirmed there is nothing in the originally printed consumables (workbooks) that was rejected by FDOE. We also asked about the reprinting of Teacher's Editions and when we could expect delivery. Their response is below.

... talked to Kathy with HMH and she said that "they are not planning to reprint the Teacher Editions. They are currently working on a sheet to send out to customers regarding the changes".

How should we proceed? Is FDOE okay with HMH sending a "sheet" to us regarding the changes without making the corrections to the TE's?

Robby

Robert Edwards

Lafayette County Schools

Superintendent

P: 386.294.4107

F: 386.294.3072

On Mon, May 16, 2022 at 3:20 PM Baumbach, Amber <Amber.Baumbach@fldoe.org> wrote:

You would need to check with the publisher to see if they have updated versions of anything that you already have in your possession.

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

DOE email signature

From: Robby Edwards <redwards@lcsbmail.net>
Sent: Monday, May 16, 2022 2:46 PM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Subject: Re: HMH Florida's B.E.S.T. Go Math! K-5: NOW APPROVED

Thank you for responding Amber. Please see my other question below

We are only using the consumable workbooks and teacher's editions of the HMH Go Math curriculum. Were there any issues with the consumables, or teacher's editions? The reason I am asking is ... we received the consumables and teacher's editions from HMH about the time FLDOE announced that HMH G to Math was not an approved publisher for math curriculum adoption. If part of the reason for rejecting HMH Go Math included content in the consumable materials and/or teacher's editions, we will need to reorder. If there was nothing wrong with the information in the consumables, we have what we need to begin the next school year.

Robby

Robert Edwards

Lafayette County Schools

Superintendent

P: 386.294.4107

F: 386.294.3072

On Mon, May 16, 2022 at 11:44 AM Baumbach, Amber <Amber.Baumbach@fldoe.org> wrote:

Hi Robby,

Yes, HMH K-5 has now been added to the adopted list. Here is the latest version of the [list](https://www.fldoe.org/academics/standards/instructional-materials/) (although it has been getting updated multiple times a week so be sure to check the most recent version on the website, here: <https://www.fldoe.org/academics/standards/instructional-materials/>)

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Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

DOE email signature

From: Robby Edwards <redwards@lcsbmail.net>
Sent: Thursday, May 12, 2022 10:07 AM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Subject: Fwd: HMH Florida's B.E.S.T. Go Math! K-5: NOW APPROVED

Amber,

I am forwarding you this email because I just learned that Lauren no longer works for the department. Please call if you have any questions regarding my email.

Robby

Robert Edwards

Lafayette County Schools

Superintendent

P: 386.294.4107

F: 386.294.3072

----- Forwarded message -----

From: **Robby Edwards** <redwards@lcsbmail.net>

Date: Thu, May 12, 2022 at 10:03 AM

Subject: Fwd: HMH Florida's B.E.S.T. Go Math! K-5: NOW APPROVED

To: Seeds, Cathy <cathy.seeds@fldoe.org>, Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Cathy and Lauren,

I am forwarding an email sent to me by my elementary principal, which was sent to my principal by a representative from Houghton Mifflin Harcourt. The information received was that FLDOE has now approved HMH's Go Math to be included on the state adopted textbook list. Will you confirm this as true for K-5?

Also, we are only using the consumable workbooks and teacher's editions of the HMH Go Math curriculum. With that being said, were there any issues with the consumables, or were the issues only with the teacher's editions and other materials included in the Go Math curriculum? The reason I am asking is ... we received the consumables from HMH about the time FLDOE announced that HMH Go Math was not an approved publisher for math curriculum adoption. If part of the reason for rejecting HMH Go Math included content in the consumable materials, we will need to reorder. If there was nothing wrong with the information in the consumables, we have what we need to begin the next school year.

I appreciate your help in confirming this for me.

Robby

Robert Edwards

Lafayette County Schools

Superintendent

P: 386.294.4107

F: 386.294.3072

----- Forwarded message -----

From: **Stephen Clark** <sclark@lcsbmail.net>

Date: Wed, May 11, 2022 at 1:20 PM

Subject: Fwd: HMH Florida's B.E.S.T. Go Math! K-5: NOW APPROVED

To: Robby Edwards <redwards@lcsbmail.net>

----- Forwarded message -----

From: **Jernigan, Kathy** <Kathy.Jernigan@hnhco.com>

Date: Wed, May 11, 2022 at 1:13 PM

Subject: HMH Florida's B.E.S.T. Go Math! K-5: NOW APPROVED

To: Stephen Clark <sclark@lcsbmail.net>

CC: Melissa Dicks <mdicks@lcsbmail.net>

Good Afternoon! HMH GO Math is now completely approved by the Florida DOE. They have not confirmed when they will update their website, but you are free to give them a call to confirm. We should have a legal document this afternoon showing resolution to this appeal and full approval. **Please let me know if you have any questions or if I can help you in any way.**

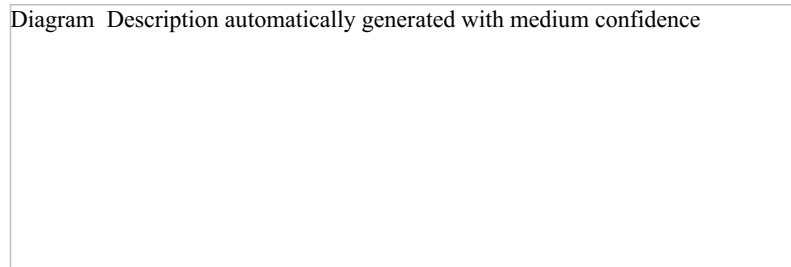
Sincerely,
Kathy

Kathy Jernigan
Senior Account Executive
South Region

Houghton Mifflin Harcourt
[9400 Southpark Center Loop](#)
[Orlando, FL 32819](#)
Mobile: 850.572.0792
Follow me on Twitter: [@KJernigan_HMH](#)

Three options for HMH Technical Support:
Visit: [HMH Customer Care](#)
Call: 1-800-323-9239 (Press 3 for Rostering)
Email: techsupport@hnhco.com: Platform/Performance/Content Issues
usermaintenance-esd@hnhco.com: Rostering/SSO/Integration/Common Cartridge Issues

Diagram Description automatically generated with medium confidence



--
Stephen Clark, Jr.
Lafayette Elementary Principal
(386) 294-4112

From: Seeds, Cathy <Cathy.Seeds@fldoe.org>
Sent: Wednesday, May 18, 2022 2:33 PM EDT
To: Rivers1; Angelia
Subject: FW: HMH Florida's B.E.S.T. Go Math! K-5: NOW APPROVED
Attachment(s): "image001.png", "image002.gif", "image001.png"

Cathy Seeds
Director, Library Media & Instructional Materials
Bureau of Standards & Instructional Support
Florida Department of Education

DOE Logo

From: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Sent: Wednesday, May 18, 2022 2:11 PM
To: Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: FW: HMH Florida's B.E.S.T. Go Math! K-5: NOW APPROVED

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

DOE email signature

From: Robby Edwards <redwards@lcsbmail.net>
Sent: Wednesday, May 18, 2022 2:08 PM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Subject: Re: HMH Florida's B.E.S.T. Go Math! K-5: NOW APPROVED

Amber,

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Lafayette County Schools

Superintendent

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Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

DOE email signature

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Subject: Re: HMH Florida's B.E.S.T. Go Math! K-5: NOW APPROVED

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Robert Edwards

Lafayette County Schools

Superintendent

P: 386.294.4107

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Subject: Fwd: HMH Florida's B.E.S.T. Go Math! K-5: NOW APPROVED
To: Seeds, Cathy <cathy.seeds@fldoe.org>, Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

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Lafayette County Schools

Superintendent

P: 386.294.4107

F: 386.294.3072

----- Forwarded message -----

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Date: Wed, May 11, 2022 at 1:20 PM
Subject: Fwd: HMH Florida's B.E.S.T. Go Math! K-5: NOW APPROVED
To: Robby Edwards <redwards@lcsbmail.net>

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Date: Wed, May 11, 2022 at 1:13 PM
Subject: HMH Florida's B.E.S.T. Go Math! K-5: NOW APPROVED
To: Stephen Clark <sclark@lcsbmail.net>
CC: Melissa Dicks <mdicks@lcsbmail.net>

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Sincerely,
Kathy

Kathy Jernigan
Senior Account Executive
South Region

Houghton Mifflin Harcourt
[9400 Southpark Center Loop](#)
[Orlando, FL 32819](#)
Mobile: 850.572.0792
Follow me on Twitter: [@KJernigan_HMH](#)

Three options for HMH Technical Support:
Visit: [HMH Customer Care](#)
Call: 1-800-323-9239 (Press 3 for Rostering)
Email: techsupport@hnhco.com; Platform/Performance/Content Issues
usermaintenance-esd@hnhco.com; Rostering/SSO/Integration/Common Cartridge Issues

Diagram Description automatically generated with medium confidence

--
Stephen Clark, Jr.
Lafayette Elementary Principal
(386) 294-4112

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Friday, April 29, 2022 7:44 AM EDT
To: Duncan; Patricia
CC: Starling, Courtney; Harvey, Ashley; Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia
Subject: FW: HMH initial appeal call
Attachment(s): "image002.png", "image003.png", "HMH FL Go Math Appeal G1.xlsx", "HMH FL Go Math Appeal G5.xlsx", "HMH FL Into Math Appeal Accelerated G6.xlsx", "image005.jpg"

Good morning ladies,

Please see the three attached spreadsheets for standards review from HMH. I spot checked the links and they all seem to take you straight to the standard/material in question.

Please make sure you are logged into HMH's online portal on your browser prior to opening any of the links on the spreadsheet.

Here is the info to log in:

FL Evaluator Account:

<https://www.hmhco.com/ui/login/?connection=91005680>

Teacher Username: FL-DemoTeacher1

Teacher Password: TheBEST1!

If you have any issues with any links, I am happy to assist.

Thank you again for all your hard work in getting these moving!

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Jacobson, Lisa <Lisa.Jacobson@hnhco.com>
Sent: Thursday, April 28, 2022 9:52 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelina.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>
Subject: RE: HMH initial appeal call

Dear Lauren,

Thank you for providing us with appeal template. On behalf of HMH, I am sending you the completed Appeal files for the following:

HMH Florida's B.E.S.T. Go Math! Grade K
HMH Florida's B.E.S.T. Go Math! Grade 1
HMH Florida's B.E.S.T. Go Math! Grade 2
HMH Florida's B.E.S.T. Go Math! Grade 5
HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

FL Evaluator Account:

<https://www.hmhco.com/ui/login/?connection=91005680>

State: EVALUATOR

District: FL K-12 Math Review-91005680

Teacher Username: FL-DemoTeacher1

Teacher Password: TheBEST1!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,
Lisa

Lisa Jacobson
Sr. Director, Bids and Contracts

Houghton Mifflin Harcourt
125 High Street
Boston, MA 02110
Office: 617.351.5415
lisa.jacobson@hnhco.com
hnhco.com



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Tuesday, April 26, 2022 12:01 PM
To: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelina.Rivers1@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Drew Parker <dparker@radeylaw.com>
Subject: RE: HMH initial appeal call

This message originated from outside your organization

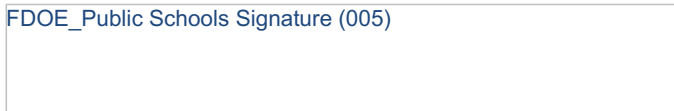
Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)



From: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>
Sent: Monday, April 25, 2022 9:53 AM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Rivers1, Angelia <Angelina.Rivers1@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Drew Parker <dparker@radeylaw.com>
Subject: RE: HMH initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

Lataviance Taylor
Lead, Bids & Contracts Specialist
Business Desk, South Area

Houghton Mifflin Harcourt
9400 Southpark Center Loop
Orlando, FL 32819

From: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Sent: Monday, April 25, 2022 9:50 AM
To: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>
Cc: Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Drew Parker <dparker@radeylaw.com>
Subject: HMH initial appeal call

This message originated from outside your organization

Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26th, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.
<https://meet.goto.com/547145269>

You can also dial in using your phone.
United States (Toll Free): [1 877 309 2073](tel:18773092073)
United States: [+1 \(646\) 749-3129](tel:+16467493129)

Access Code: 547-145-269

Join from a video-conferencing room or system.
Dial in or type: [67.217.95.2](tel:67217952) or inroomlink.goto.com
Meeting ID: 547 145 269
Or dial directly: [547145269@67.217.95.2](tel:547145269@67.217.95.2) or [67.217.95.2##547145269](tel:67.217.95.2##547145269)

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

DOE email signature

	A	B	C	D	E	F
1	<u>COURSE #5012030_HMH Florida's B.E.S.T. Go Math Grade 1</u>					
2	<u>BID 455</u>					
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction			
4	n/a	n/a	<p>HMH Overall Response: After collecting and analyzing all the scores provided by the reviewers on Grade 1, we believe there was an error in calculations with the scores and that this grade did in fact score a 4. Nonetheless, we have provided responses to any standards where at least one reviewer scored us a 3 or below.</p> <p>Reviewer 1 rates us a 5 here and indicates that " Items focus on true and false. There is a mix of operations being related on both sides of the question as well as opportunities for multiple addends."</p> <p>Reviewer 2s, on the other hand, states that there were too many terms in the equations. They indicated that "The Listen and Draw on p.477, #13 on p.480, and #7 on 481 contain 5 terms, which does not align to the standard and clarifications."</p> <p>HMH Response: There are no more than 3 terms used on one side of an equation. On p. 477; p. 480 and 481 each have only a single equation that shows two terms on one side of the equation and three terms on the other.</p> <p>Additionally, Reviewer 2 wrote that the lesson does "not focus on the meaning of the equal sign."</p> <p>HMH Response: The Math Talk on p. 477 addresses the meaning of the equal sign.</p>			
5	MA.1.AR.2.2 Determine and explain if equations involving addition or subtraction are true or false.	n/a	<p>Reviewer 2 writes that Clarification 1 calls for students to use "tally marks to skip counting by 5's."</p> <p>HMH Response: Clarification 1 states that students should connect tally marks to counting by 5s, but does not state the expectation that students should skip count tally marks.</p>			
6	MA.1.DP.1.1 Collect data into categories and represent the results using tally marks or pictographs.	n/a	<p>Reviewer 2 states that the content contains "informal language" and "is missing critical academic vocabulary as mentioned in the clarifications."</p> <p>HMH Response: the "critical" academic vocabulary is not specifically stated by the FL standards and we use age-appropriate language.</p>			
7	MA.1.GR.1.1 Identify, compare and sort two- and three- dimensional figures based on their defining attributes. Figures are limited to circles, semi- circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders.	n/a	<p>Lesson 16.3: Lesson 16.4: https://www.4701-822a-4</p> <p>Lesson 11.1: Lesson 11.5: https://www.Dimensional</p> <p>12.1: Classif 12.2: Attrib www.hmhc0 Dimensional</p>			

	G	H	I	J
1				R
2				
3				1-
4	<p>Link to correction in materials</p> <p>n/a</p>			
5	<p>pp. 477-481 Equal and Not Equal, focuses on True/False and operations on both sides of the equation.</p> <p>hnhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C10_Addition_and_Subtraction_Relationships.pdf?custom_correlation_id=905db34-6ce4-44e1-9b5e-235f2ff145f0</p>			
6	<p>pp. 673-678 Tally Marks</p> <p>pp.679-685 Make Tally Marks</p> <p>hnhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C16_Graphing.pdf?custom_correlation_id=f6e6549e-4187-44b3d09850e</p> <p>pp. 497-500 Three Dimensional Shapes</p> <p>pp. 500-503 Two-Dimensional Shapes on Three-Dimensional Shapes</p> <p>hnhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C11_Geometry_Three-Solids.pdf?custom_correlation_id=9ab7c363-029b-41e0-9e51-89f9a6384f6b</p> <p>Identify and Sort Two-Dimensional Shapes, 533-536</p> <p>Identifying and Sorting Two-Dimensional Shapes, 539-542</p> <p>hnhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C12_Geometry_Two-Dimensional Shapes.pdf?custom_correlation_id=c3ed929b-6a32-4bca-bc8c-a9ee272db71f</p>			
7				

A	B	C	D	E	F
<p>MA.1.GR.1.2</p> <p>Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.</p>	<p>n/a</p>	<p>Reviewer 1 states there are limited examples of sketching 2-D figures.</p>		<p>HMH Response: This is covered on pp.539-540, which has a table where students identify, draw, and give attributes of the shapes. Additionally, on p.521-526, students draw and identify two-dimensional shapes that compose three-dimensional shapes.</p> <p>Reviewer 2 states that "P-521-526 do not align with the standard at all. It is only 2d shapes based on their attributes, not the attributes of a 3D shape."</p> <p>HMH Response: Attributes of 3-D shapes include 2-D shapes, which are included in Lesson 11.5, pp. 521-526. Classifying two- and three-dimensional shapes are found in Lesson 11.1, 11.5, 12.1, and 12.5.</p>	<p>Lesson 12.2 www.hmhco.com/Dimensional</p> <p>Lesson 11.4 https://www.hmhco.com/Dimensional</p>
<p>MA.1.GR.1.3</p> <p>Compose and decompose two- and three- dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.</p>	<p>n/a</p>	<p>Reviewer 2 states Lesson 12.5 uses fourths instead of semi-circles.</p>		<p>HMH Response: The example mentioned uses two quarter circles to make a half circle, which is then composed to make other shapes.</p> <p>Additionally, reviewer 2 writes "There are some good examples of composing and decomposing 2d and 3d shapes . . . it is lacking the much needed vocabulary."</p> <p>HMH Reponse: From a standards perspective, using academic language and vocabulary is not mentioned.</p>	<p>Lesson 12.5 www.hmhco.com/Dimensional</p>
<p>MA.1.GR.1.4</p> <p>Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.</p>	<p>n/a</p>	<p>Reviewer 1 states that "While there are many examples of real- world objects for stand alone figures (balls, cones, cans, etc.), there are only a few real-world examples of items with multiple identifiable geometric figures . . . In most other examples, they are identifying the geometric figures in composed shapes."</p> <p>HMH Response: The composite figures were included; however because of their age appropriateness for Grade 1 students. The approach also meets the standard as it is written.</p>		<p>Reviewer 1 gave us a positive score of 5--a difference of 3 points from Reviewer 2. This reviewer specifically said "Items align to the standard for estimation."</p> <p>Reviewer 2, on the other hand, states that "The clarifications were clear that students would be estimating with inches. Chapter 14 Lesson 3 focuses on estimating with centimeters."</p> <p>HMH Response: The standard is written as follows "Measure the length of an object to the nearest inch <u>or</u> centimeter" so the content as presented meets the standards as they are written.</p> <p>Additionally, reviewer 2 was concerned that non-standard units are used for estimating.</p>	<p>Lesson 11.2 https://www.hmhco.com/Dimensional</p>
<p>MA.1.M.1.1</p> <p>Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.</p>	<p>n/a</p>			<p>HMH Response: The tiles and cubes used for measurement are not non-standard units of measure; the tiles are specified to be 1-inch and the unit cubes are 1 cm; this builds an understanding of the connection between counting and then adding units to measurement. Given how this benchmark and the clarifications, we believe this standard is completely met.</p>	<p>Lessons 14.1 https://www.hmhco.com/Dimensional</p> <p>Lessons 14.2 https://www.hmhco.com/Dimensional</p>



	A	B	C	D	E	F
12	<p>MA.1.M.1.2</p> <p>Compare and order the length of up to three objects using direct and indirect comparison.</p>	n/a	<p>Reviewer 1 gave us a positive score of 5 (a disparity of 3 points with reviewer 2) and stated "Opportunities for 3 items compared directly and also for indirect comparison."</p> <p>Reviewer 2, on the other hand, states that "Chapter 14 Lesson 3 does not align as it discusses estimating measurement instead of comparing objects in specific units."</p> <p>HMH Response: Students use comparisons of longer or shorter objects so that they can estimate their lengths. More specifically, in 14.5 students compare objects to order them, as stated by the standard.</p>			<p>Lesson 14.3 https://www.c311-4a93-0</p>
13	<p>MA.1.M.2.1</p> <p>Using analog and digital clocks, tell and write time in hours and half-hours.</p>	n/a	<p>Reviewer 2 states that "there is no discussion or use of the vocabulary for digital and analog" within the lessons 15.1-15.4.</p> <p>HMH Response: The benchmark specifies only that students write and tell time and not that they use specified vocabulary. Clocks divided into semicircles is shown in Lesson 15.3.</p>			<p>Lessons 15.1-15.4 https://www.4https://www.b8ed-8b01a</p>
14	<p>MA.1.M.2.2</p> <p>Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.</p>	n/a	<p>Reviewer 1 states that students count but do not simply identify coins--that the resources should "provide images of both sides of coins."</p> <p>HMH Response: Identification of the coin is necessary to count them. This is why both sides of the coin are used throughout this chapter in order to reinforce their ability to identify and count coins.</p>			<p>Lesson 9.1-9.4 https://www.a66d-71cf45</p>
15	<p>MA.1.M.2.3</p> <p>Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to \$100. Use the ¢ and \$ symbols appropriately.</p>	n/a	<p>Reviewer 1 wrote that the benchmark indicates students should "Find the value of combinations of pennies, nickels and dimes up to one dollar."</p> <p>HMH Response: In the Ready for More on Lesson 9.4, p. 412, the TE guide includes direction on how to guide students to find different ways to make 100 cents. This omission was caught by the internal team and was corrected for implementation.</p>			<p>Lesson 9.3, https://www.a66d-71cf45</p> <p>Lesson 9.4, https://www.4407-a901-d</p>
16	<p>MA.1.NSO.1.2</p> <p>Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.</p>	n/a	<p>Reviewer 2 stated that "Most of the examples for expanded form was based on ___tens + ___ones when it should be the actual number made by the tens plus the ones (for example 70+5)."</p> <p>HMH Response: There are two places where this is covered in the content --both Lessons 2.5 and 2.9. It shows that students write numbers in 3 forms, ex., 4 tens + 7 ones, 40 + 7, and 47.</p>			<p>Lesson 2.5, https://www.fef0597-808</p>
17	<p>MA.1.NSO.2.4</p> <p>Explore the addition of a two-digit number and a one-digit number with sums to 100.</p>	n/a	<p>Reviewer 2 writes "Examples from p.279-296 were not rigorous enough to cover this standard, as most were two single digit numbers. The SE p.303-308 did a much better job covering this material."</p> <p>HMH Response: As noted by Reviewer 1, there is good coverage in Chapter 6 which include problem with a two-digit addended greater than 20 and varying representations including models, number lines and place value.</p>			<p>Lesson 6.9 https://www.8-1dff-48ec</p>
18						

	A	B	C	D
1	COURSE #5012070_HMH Florida's B.E.S.T. Go Math! Grade 5			
2	BID 459			
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction	
4	<p>MA.5.AR.2.3</p> <p>Determine and explain whether an equation involving any of the four operations is true or false.</p>	n/a	<p>Reviewer 2 stated "many questions focus on determining which property is being used, which is not a clarification in the BEST standard.</p> <p>HMH Response: this standard is not taught in isolation and taught throughout Grade 5 in equations; with properties, without, and in other formats. Examples of usage are 2.1, p.42; 3.3, p.98; 3.5, p. 110; 11.1 p. 379, and 11.2 p.386.</p>	<p>Lesson 2.1, https://www.illustration_of_math.com/revision_of_math</p> <p>Lesson 3.3, https://www.fcpscustom_content.com/</p> <p>Lesson 11.1, https://www.illustration_of_math.com/correlation</p>
5	<p>MA.5.AR.3.2</p> <p>Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.</p>	n/a	<p>Reviewer 1 states that instruction is "asking student to write a rule for a given graph."</p> <p>HMH Response: This is an instructional sequence in which students write the ordered pairs to find the rule. This is an example of using standards together and not in isolation (with 5.DP.1.1).</p> <p>Reviewer 2 stated "Most question met the standard except the question in the explore part of Chapter 17 Lesson 2. The pattern does not match the chart."</p> <p>HMH Response: The pattern and the chart match on the aforementioned example.</p> <p>Reviewer 2 states that the pattern does not match the table in 18.1 Explore, p.631.</p> <p>HMH Response: No table was used in the Explore section.</p> <p>Reviewer 2 also states that fractional measurements of 1/8 are use.</p> <p>HMH Response: All line plots show only halves, thirds or fourths as measures--calculations, within questions may include other fractions.</p>	<p>Lesson 17.2, https://www.illustration_of_math.com/correlation</p> <p>Lesson 18.1, https://www.illustration_of_math.com/rel_Data.pdf</p>
6	<p>MA.5.DP.1.1</p> <p>Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.</p>	n/a	<p>HMH Response: All line plots show only halves, thirds or fourths as measures--calculations, within questions may include other fractions.</p> <p>While Reviewer 1 rated this benchmark coverage a full 3 points higher, noting that the benchmark coverage includes "instruction on balancing point", Reviewer 2 states "Explanations on how to find mean, mode, and median are aligned; however there is no mention of range."</p> <p>HMH Response: In the content, range is explicitly defined and demonstrated in Lesson 18.2, p.635 and Lesson 18.5, p. 655.</p>	<p>Lesson 18.2, https://www.illustration_of_math.com/rel_Data.pdf</p>
7	<p>MA.5.DP.1.2</p> <p>Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.</p>	n/a	<p>While Reviewer 1 rated this benchmark coverage a full 3 points higher, noting that coverage includes a "use of models," Reviewer 2 states that mixed numbers were "used in comparative lessons only. Students are directed to simplify answers which is not necessary."</p> <p>HMH Response: Extensive mixed number multiplication is shown in Lesson 9.4, p.357 which is a comparison lesson; comparison is essential to multiplying mixed numbers for estimating products and assessing reasonableness. Also performed with area models in Lesson 13.2, p. 453. Both are examples of not showing the standards in isolation (with 5.GR.2.1).</p>	<p>Lesson 9.4, https://www.illustration_of_math.com/rel_Data.pdf</p> <p>Lesson 13.2, https://www.illustration_of_math.com/rel_Data.pdf</p>
8	<p>MA.5.FR.2.2</p> <p>Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.</p>	n/a	<p>While Reviewer 1 rated this benchmark coverage a full 3 points higher, noting that coverage includes a "use of models," Reviewer 2 states that mixed numbers were "used in comparative lessons only. Students are directed to simplify answers which is not necessary."</p> <p>HMH Response: Extensive mixed number multiplication is shown in Lesson 9.4, p.357 which is a comparison lesson; comparison is essential to multiplying mixed numbers for estimating products and assessing reasonableness. Also performed with area models in Lesson 13.2, p. 453. Both are examples of not showing the standards in isolation (with 5.GR.2.1).</p>	<p>Lesson 9.4, https://www.illustration_of_math.com/rel_Data.pdf</p> <p>Lesson 13.2, https://www.illustration_of_math.com/rel_Data.pdf</p>

E	F	G	H	I	
1			Reviewer Evaluation Scale: 5- Very Good 4- Good 3- Fair 2- Poor 1- Very Poor/No Alignment		
2					
3	Link to correction in materials				
4	<p>p. 42 .hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C02_Practice_Multiplication_and_DWhole_Numbers.pdf?custom_correlation_id=ec0d7d23-05e6-45da-af99-47205a741bd1 p. 98; Lesson 3.5 p. 110 .hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C03_Place_Value_and_Decimalssrelation_id=4365a37a-c5cb-11ec-9dd9-95a2dd181d23 p. 379, 112, p.386 .hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C11_Divide_Fractions.pdf?custom_id=be1c477f-c5cb-11ec-8e6f-97fd508f5f60</p>				
5	<p>p.585; Lesson 17.3, p.591 .hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C17_Graphs_and_Patterns.pdf?custom_id=0b4f9e24-c5cc-11ec-b420-a7d422cc62c4</p>				
6	<p>p. 631 .hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C18_Collect_Represent_and_Interp?custom_correlation_id=1b070d5b-c5cc-11ec-9e8c-67283c000cdd</p>				
7	<p>p.638; Lesson 18.5, p.655 .hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C18_Collect_Represent_and_Interp?custom_correlation_id=1b070d5b-c5cc-11ec-9e8c-67283c000cdd</p>				
8	<p>p. 357 .hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C09_Add_and_Subtrae_Fractions_aNumbers_with_Unlike_Denominators.pdf?custom_correlation_id=949888d2-c5cb-11ec-a9a6-3b73d4108379 p.453 .hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C13_Perimeter_and_Area_of_RectFractional_and_Decimal_Side_Lengths.pdf?custom_correlation_id=d7c1d56d-c5cb-11ec-916f-d1b8cf3d1d68</p>				

	A	B	C	D
<p>When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating.</p> <p>MA.5.FR.2.3</p>	n/a	<p>Reviewer 2 states that "Examples in the text call for completing an operation to figure out the relative comparison. The BEST standards state that students should be able to focus on estimation and assessing the reasonableness of answers."</p> <p>HMH Response: Students learn estimation and assessing the reasonableness of answers by comparing products using the whole number part of the mixed number. In Lessons 10.3 and 10.4, students use models to compare the size of the product to the size of a factor when multiplying fractions. Students then determine that when you find a part of a part, the product will be less than either part. Finally, students understand that when a fraction is multiplied by a number greater than 1, the product will always be greater than the fraction. Building reasoning about the size of a product will help students determine if their solutions are reasonable or help them make reasonable estimates.</p>	<p>Reviewer 1 stated this benchmark coverage 2 points higher, noting "lots of practice with triangles and quadrilaterals."</p> <p>Reviewer 2, on the other hand, states that "Examples classify more than what is necessary. Addresses various polygons not addressed in the BEST standards."</p> <p>HMH Response: Polygons shown are review material, and are also used in 3D prisms; such as the right pentagonal prism on p.491.</p> <p>Reviewer 1 rated this benchmark coverage a full 3 points higher at a 5, noting that there is "adequate coverage of 3-d figures."</p> <p>Reviewer 2 states "Extraneous material in lesson. Examples should be limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres."</p> <p>HMH Response: Pentagonal prism with equal sides and angles that are shown are right prisms, which are included in the benchmarks, p. 491.</p> <p>Reviewer 1 states "Chapter 10, Lesson 5 is not in 5th grade standards; perhaps middle school?"</p> <p>HMH Response: This shows benchmarks NOT taught in isolation and is an example of a problem-solving lessons that demonstrates how to solve benchmarks 5.FR.2.2 and 5.FR.2.3. Examples of fractional and decimal side lengths in Lessons 13.1, p.447-450 and 13.2, p.453-456</p> <p>Reviewer 2 rated this benchmark coverage 2 points higher with a 4, noting "Questions cover both fractional and decimal side lengths."</p> <p>Reviewer 1 states that in Lesson 17.3, p.591, students write the ordered pairs to find the rule.</p> <p>HMH Response: This is also an example of using standards together and not in isolation. (with 5.GR.4.1 and 5.GR.4.2)</p> <p>Reviewer 2 rated this benchmark coverage 2 points higher with a 4, notes "Materials fairly instruct how to plot and label points."</p> <p>Reviewer 2 states: Conversion included length, volume, and capacity; however, there were no time conversion present."</p> <p>HMH Response: One simple time conversions is included in 16.3, p.563, but this absence was noted in the errata process and will be corrected on the next printing.</p>	<p>Lessons 10.3 https://www_correlation</p>
<p>Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.</p> <p>MA.5.GR.1.1</p>	n/a	<p>Reviewer 1 stated this benchmark coverage 2 points higher, noting "lots of practice with triangles and quadrilaterals."</p> <p>Reviewer 2, on the other hand, states that "Examples classify more than what is necessary. Addresses various polygons not addressed in the BEST standards."</p> <p>HMH Response: Polygons shown are review material, and are also used in 3D prisms; such as the right pentagonal prism on p.491.</p> <p>Reviewer 1 rated this benchmark coverage a full 3 points higher at a 5, noting that there is "adequate coverage of 3-d figures."</p> <p>Reviewer 2 states "Extraneous material in lesson. Examples should be limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres."</p> <p>HMH Response: Pentagonal prism with equal sides and angles that are shown are right prisms, which are included in the benchmarks, p. 491.</p> <p>Reviewer 1 states "Chapter 10, Lesson 5 is not in 5th grade standards; perhaps middle school?"</p> <p>HMH Response: This shows benchmarks NOT taught in isolation and is an example of a problem-solving lessons that demonstrates how to solve benchmarks 5.FR.2.2 and 5.FR.2.3. Examples of fractional and decimal side lengths in Lessons 13.1, p.447-450 and 13.2, p.453-456</p> <p>Reviewer 2 rated this benchmark coverage 2 points higher with a 4, noting "Questions cover both fractional and decimal side lengths."</p> <p>Reviewer 1 states that in Lesson 17.3, p.591, students write the ordered pairs to find the rule.</p> <p>HMH Response: This is also an example of using standards together and not in isolation. (with 5.GR.4.1 and 5.GR.4.2)</p> <p>Reviewer 2 rated this benchmark coverage 2 points higher with a 4, notes "Materials fairly instruct how to plot and label points."</p> <p>Reviewer 2 states: Conversion included length, volume, and capacity; however, there were no time conversion present."</p> <p>HMH Response: One simple time conversions is included in 16.3, p.563, but this absence was noted in the errata process and will be corrected on the next printing.</p>	<p>Lesson 14.4 https://www_correlation</p>	<p>Lesson 14.4 https://www_correlation</p>
<p>Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.</p> <p>MA.5.GR.1.2</p>	n/a	<p>Reviewer 1 stated this benchmark coverage 2 points higher, noting "lots of practice with triangles and quadrilaterals."</p> <p>Reviewer 2, on the other hand, states that "Examples classify more than what is necessary. Addresses various polygons not addressed in the BEST standards."</p> <p>HMH Response: Polygons shown are review material, and are also used in 3D prisms; such as the right pentagonal prism on p.491.</p> <p>Reviewer 1 rated this benchmark coverage a full 3 points higher at a 5, noting that there is "adequate coverage of 3-d figures."</p> <p>Reviewer 2 states "Extraneous material in lesson. Examples should be limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres."</p> <p>HMH Response: Pentagonal prism with equal sides and angles that are shown are right prisms, which are included in the benchmarks, p. 491.</p> <p>Reviewer 1 states "Chapter 10, Lesson 5 is not in 5th grade standards; perhaps middle school?"</p> <p>HMH Response: This shows benchmarks NOT taught in isolation and is an example of a problem-solving lessons that demonstrates how to solve benchmarks 5.FR.2.2 and 5.FR.2.3. Examples of fractional and decimal side lengths in Lessons 13.1, p.447-450 and 13.2, p.453-456</p> <p>Reviewer 2 rated this benchmark coverage 2 points higher with a 4, noting "Questions cover both fractional and decimal side lengths."</p> <p>Reviewer 1 states that in Lesson 17.3, p.591, students write the ordered pairs to find the rule.</p> <p>HMH Response: This is also an example of using standards together and not in isolation. (with 5.GR.4.1 and 5.GR.4.2)</p> <p>Reviewer 2 rated this benchmark coverage 2 points higher with a 4, notes "Materials fairly instruct how to plot and label points."</p> <p>Reviewer 2 states: Conversion included length, volume, and capacity; however, there were no time conversion present."</p> <p>HMH Response: One simple time conversions is included in 16.3, p.563, but this absence was noted in the errata process and will be corrected on the next printing.</p>	<p>Lesson 10.5 https://www_correlation</p> <p>Lesson 13.1 https://www_angles_with</p>	<p>Lesson 10.5 https://www_correlation</p> <p>Lesson 13.1 https://www_angles_with</p>
<p>Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.</p> <p>MA.5.GR.2.1</p>	n/a	<p>Reviewer 1 stated this benchmark coverage 2 points higher, noting "lots of practice with triangles and quadrilaterals."</p> <p>Reviewer 2, on the other hand, states that "Examples classify more than what is necessary. Addresses various polygons not addressed in the BEST standards."</p> <p>HMH Response: Polygons shown are review material, and are also used in 3D prisms; such as the right pentagonal prism on p.491.</p> <p>Reviewer 1 rated this benchmark coverage a full 3 points higher at a 5, noting that there is "adequate coverage of 3-d figures."</p> <p>Reviewer 2 states "Extraneous material in lesson. Examples should be limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres."</p> <p>HMH Response: Pentagonal prism with equal sides and angles that are shown are right prisms, which are included in the benchmarks, p. 491.</p> <p>Reviewer 1 states "Chapter 10, Lesson 5 is not in 5th grade standards; perhaps middle school?"</p> <p>HMH Response: This shows benchmarks NOT taught in isolation and is an example of a problem-solving lessons that demonstrates how to solve benchmarks 5.FR.2.2 and 5.FR.2.3. Examples of fractional and decimal side lengths in Lessons 13.1, p.447-450 and 13.2, p.453-456</p> <p>Reviewer 2 rated this benchmark coverage 2 points higher with a 4, noting "Questions cover both fractional and decimal side lengths."</p> <p>Reviewer 1 states that in Lesson 17.3, p.591, students write the ordered pairs to find the rule.</p> <p>HMH Response: This is also an example of using standards together and not in isolation. (with 5.GR.4.1 and 5.GR.4.2)</p> <p>Reviewer 2 rated this benchmark coverage 2 points higher with a 4, notes "Materials fairly instruct how to plot and label points."</p> <p>Reviewer 2 states: Conversion included length, volume, and capacity; however, there were no time conversion present."</p> <p>HMH Response: One simple time conversions is included in 16.3, p.563, but this absence was noted in the errata process and will be corrected on the next printing.</p>	<p>Lesson 17.3 https://www_om_correlat</p>	<p>Lesson 17.3 https://www_om_correlat</p>
<p>Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.</p> <p>MA.5.GR.4.1</p>	n/a	<p>Reviewer 1 stated this benchmark coverage 2 points higher, noting "lots of practice with triangles and quadrilaterals."</p> <p>Reviewer 2, on the other hand, states that "Examples classify more than what is necessary. Addresses various polygons not addressed in the BEST standards."</p> <p>HMH Response: Polygons shown are review material, and are also used in 3D prisms; such as the right pentagonal prism on p.491.</p> <p>Reviewer 1 rated this benchmark coverage a full 3 points higher at a 5, noting that there is "adequate coverage of 3-d figures."</p> <p>Reviewer 2 states "Extraneous material in lesson. Examples should be limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres."</p> <p>HMH Response: Pentagonal prism with equal sides and angles that are shown are right prisms, which are included in the benchmarks, p. 491.</p> <p>Reviewer 1 states "Chapter 10, Lesson 5 is not in 5th grade standards; perhaps middle school?"</p> <p>HMH Response: This shows benchmarks NOT taught in isolation and is an example of a problem-solving lessons that demonstrates how to solve benchmarks 5.FR.2.2 and 5.FR.2.3. Examples of fractional and decimal side lengths in Lessons 13.1, p.447-450 and 13.2, p.453-456</p> <p>Reviewer 2 rated this benchmark coverage 2 points higher with a 4, noting "Questions cover both fractional and decimal side lengths."</p> <p>Reviewer 1 states that in Lesson 17.3, p.591, students write the ordered pairs to find the rule.</p> <p>HMH Response: This is also an example of using standards together and not in isolation. (with 5.GR.4.1 and 5.GR.4.2)</p> <p>Reviewer 2 rated this benchmark coverage 2 points higher with a 4, notes "Materials fairly instruct how to plot and label points."</p> <p>Reviewer 2 states: Conversion included length, volume, and capacity; however, there were no time conversion present."</p> <p>HMH Response: One simple time conversions is included in 16.3, p.563, but this absence was noted in the errata process and will be corrected on the next printing.</p>	<p>Lesson 16.3 https://www_f?custom_co</p>	<p>Lesson 16.3 https://www_f?custom_co</p>
<p>Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.</p> <p>MA.5.M.1.1</p>	n/a	<p>Reviewer 1 stated this benchmark coverage 2 points higher, noting "lots of practice with triangles and quadrilaterals."</p> <p>Reviewer 2, on the other hand, states that "Examples classify more than what is necessary. Addresses various polygons not addressed in the BEST standards."</p> <p>HMH Response: Polygons shown are review material, and are also used in 3D prisms; such as the right pentagonal prism on p.491.</p> <p>Reviewer 1 rated this benchmark coverage a full 3 points higher at a 5, noting that there is "adequate coverage of 3-d figures."</p> <p>Reviewer 2 states "Extraneous material in lesson. Examples should be limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres."</p> <p>HMH Response: Pentagonal prism with equal sides and angles that are shown are right prisms, which are included in the benchmarks, p. 491.</p> <p>Reviewer 1 states "Chapter 10, Lesson 5 is not in 5th grade standards; perhaps middle school?"</p> <p>HMH Response: This shows benchmarks NOT taught in isolation and is an example of a problem-solving lessons that demonstrates how to solve benchmarks 5.FR.2.2 and 5.FR.2.3. Examples of fractional and decimal side lengths in Lessons 13.1, p.447-450 and 13.2, p.453-456</p> <p>Reviewer 2 rated this benchmark coverage 2 points higher with a 4, noting "Questions cover both fractional and decimal side lengths."</p> <p>Reviewer 1 states that in Lesson 17.3, p.591, students write the ordered pairs to find the rule.</p> <p>HMH Response: This is also an example of using standards together and not in isolation. (with 5.GR.4.1 and 5.GR.4.2)</p> <p>Reviewer 2 rated this benchmark coverage 2 points higher with a 4, notes "Materials fairly instruct how to plot and label points."</p> <p>Reviewer 2 states: Conversion included length, volume, and capacity; however, there were no time conversion present."</p> <p>HMH Response: One simple time conversions is included in 16.3, p.563, but this absence was noted in the errata process and will be corrected on the next printing.</p>	<p>Lesson 16.3 https://www_f?custom_co</p>	<p>Lesson 16.3 https://www_f?custom_co</p>

	A	B	C	D
15	<p>MA.5.NSO.1.1</p> <p>Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.</p>	n/a	<p>Reviewer 1 stated that there is "not enough attention to this standard, only addressed in one lesson."</p> <p>HMH Response: More examples exist with other standards, as shown in Lesson 3.1, p. 83, Lesson 5.1, p. 149 and Lesson 7.1 p. 219</p>	<p>Lesson 3.1, https://www.f2?custom_id</p> <p>Lesson 5.1, https://www.f2?custom_id</p> <p>Lesson 7.1, https://www.f2?custom_id</p>
16	<p>MA.5.NSO.1.2</p> <p>Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.</p>	n/a	<p>While Reviewer 2 rated this benchmark coverage 2 points higher, giving it a 4, noting "Materials address the standard fully."</p> <p>HMH Response: There is limited items on using expanded notation," Reviewer 1 stated "only one lesson for a concept that requires more attention." However, there are further examples in Lessons 3.1, 3.2, and 3.3 of using multiple forms of numbers.</p>	<p>Lessons 3.1 https://www.f2?custom_id</p>
17	<p>MA.5.NSO.1.3</p> <p>Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations.</p>	n/a	<p>While Reviewer 2 rated this benchmark coverage 3 full points higher with a 5, stating "Materials addressed the standard fully with multiple ways to depict composition and decomposition," Reviewer 1 stated that there is "not enough content to support this concept."</p> <p>HMH Response: Decimal composition and decomposition are covered in Lesson 3.2 and 3.3 with models, by drawing, in place value tables, and by relating it to fractions.</p>	<p>Lesson 3.1, https://www.f2?custom_id</p>
18	<p>MA.5.NSO.1.5</p> <p>Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.</p>	n/a	<p>Reviewer 2 stated that "Instruction does meet the standard."</p> <p>HMH Response: This benchmark is completely covered in Lesson 3.5, p.107 and there is no expectation in the benchmark or clarifications that number lines should be used</p>	<p>Lesson 3.5, https://www.f2?custom_id</p>
19	<p>MA.5.NSO.2.1</p> <p>Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.</p>	n/a	<p>Reviewer 1 states "Instruction does not include practice of various algorithms".</p> <p>HMH Response: Lesson 1.1 covers this standard completely as there is not a need to have various algorithms according to the benchmark. That being said, Lessons 2.5 and 2.6 bar models are used as an instructional method as well.</p>	<p>Lesson 1.1, https://www.f2?custom_id</p> <p>Lessons 2.5 https://www.f2?custom_id</p> <p>Lesson 2.6 https://www.f2?custom_id</p>
20	<p>MA.5.NSO.2.2</p> <p>Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.</p>	n/a	<p>While Reviewer 1 rated this benchmark coverage 3 points higher with a 5, and noted "Multiple representations used," Reviewer 2 stated that "good use of partial quotient initially then it leans into long division standard algorithm for the rest of the division practice."</p> <p>HMH Response: Other methods are used, such as quick pictures, in Lesson 1.2, partial quotients in Lesson 1.3, the standard algorithm in Lesson 2.1, interpreting remainders and writing them as fractions in Lesson 2.2, and adjust quotients in Lesson 2.3.</p>	<p>Lesson 1.1 https://www.f2?custom_id</p> <p>Lesson 2.1 https://www.f2?custom_id</p> <p>Lesson 2.2 https://www.f2?custom_id</p> <p>Lesson 2.3 https://www.f2?custom_id</p>

	A	B	C	D	E
1	COURSE #1205020_HMH Florida's B.E.S.T. Intro Math Accelerated Grade 6				
2	BID <u>465</u>				
3	Standard Below 3 (if applicable)	Special Topic Concern (if applicable)	Publisher Correction		
4	n/a	n/a	Overall HMH Response: These standards are also found in Grade 6 and 7 of HMH Florida's Best Into Math--both grades which were approved for the adoption list. This program contains the same content as Grade 6 and part of Grade 7. While Reviewer 2 scored the content a 5 and stated, "standard is covered completely; all properties are defined and practiced throughout the lesson." Reviewer 1, on the other hand, stated that Clarification 1 (Associative, Commutative, Distributive applied to generating equivalent algebraic expressions) is "not represented". HMH Response: In the lesson interleaf for Lesson 8.4 on page 261A, the Associative Property of Addition, Associative Property of Multiplication, Commutative Property of Addition, Commutative Property of Multiplication, and Distributive Property are all listed as review vocabulary. These properties are all defined, with examples, in a table on SE page 262. Additionally, tasks 2 and 3 on pages 262-263 of the SE require students to list the property used in each step of simplifying an expression. On Your Own problems 3, 6, 14, 15, and 19 on pages 264-265, More Practice/Homework problems 6 and 7 on page 267, and Florida Test Prep problem 10 require students to justify their work using properties.		Lesson 8.4, p.262 https://www.jmhco.com/FL_SE_M08_Numerical.c5cd-11ec-b2c9-4d07eb4
5	MA.6.AR.1.4 Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	n/a	Reviewer 1 stated that this standard was not represented because set notation was not used. HMH Response: Set notation is not a requirement of the benchmark, shown in the example, or mentioned in the clarification. Integers are used in the language of the benchmark. Equations - On page 284, Task 4 parts E and F use substitution for a single value. Check Understanding problems 2-4 on page 284 use substitution for a single value. On Your Own problems 10-15 on page 285 have students substitute multiple values. On Your Own problems 16-17 on page 286 have students substitute multiple values. More Practice/Homework problems 7-10 on page 287 have students substitute for a single value. Page 285 problem 11 is the only one involving rational numbers and not just integers. Lessons 9.2 and 9.3 have students use what they learned in lesson 9.1 to check their solutions to equations. Inequalities - Lesson 10.1 (pages 322-325 and 327) covers the benchmark for inequalities.		Lesson 8.4, pp. 283 https://www.jmhco.com/FL_SE_M08_Numerical.c5cd-11ec-b2c9-4d07eb4 Lessons 9.2-9.3, pp. 285-287 https://www.jmhco.com/FL_SE_M09_Solve.Prob.11ec-8e6f-ab8d0d29724 Lesson 10.1, pp. 322-327 https://www.jmhco.com/FL_SE_M10_Inequalities.41d7a4ec30a4
6	MA.6.AR.2.1 Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	n/a			

	F	G	H	I
1			Reviewer Evaluation Scale: 5- Very Good 4- Good 3- Fair 2- Poor 1 - Very Poor/No Alignment	
2				
3	Link to correction in materials			
4	n/a			
5	content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_and_Algebraic_Expressions.pdf?custom_correlation_id=c8f353be-0d587			
6	p-304 content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_plems_Using_Equations.pdf?custom_correlation_id=d78185db-c5cd-25, 327 content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_s.pdf?custom_correlation_id=ea1f73e6-c5cd-11ec-95a8-			

	A	B	C	D	E
7	<p>MA.6.AR.2.2 Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.</p>	n/a	<p>Reviewer 2 rated the content highly with a 5 and commented "I love how this standard is spread out through multiple lessons and various strategies are used." Reviewer 1, on the other hand, stated that bar diagrams are not used.</p> <p>HMH Response: Bar diagrams are not mentioned in the benchmark or clarifications. Manipulatives listed in the clarifications are used. Please see examples below.</p> <p>Algebra Tiles in Task 3 on page 283, On Your Own problems on page 286, More Practice/Homework problems on pages 287-288, Task 2 on page 291</p> <p>Balances in Tasks 1 and 2 on page 282, Task 1 on page 290, On Your Own on page 293-294, More Practice Homework page 295;</p> <p>Base-ten blocks in Spark Your Learning on page 289</p> <p>drawings - Spark Your Learning on page 281, Task 2 on page 291, More Practice/Homework page 295</p> <p>number lines - Spark Your Learning on page 289</p> <p>inverse operations - Used throughout lessons 9.2 (pages 289-295), 9.4 (pages 305-310), and 9.5 (pages 311-316)</p>	<p>Lesson 9.3 p. 297 bar Lesson 9.1 pp. 286, 287 Lesson 9.2 p. 292 balance</p>	<p>Lesson 9.3 p. 297 Bar Lesson 9.1 pp. 286, 287 Lesson 9.2 p. 292 balance</p>
8	<p>MA.6.AR.2.3 Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.</p>	n/a	<p>Reviewer 1 stated that bar diagrams are not used.</p> <p>HMH Response: Bar diagrams are not mentioned in the benchmark or clarifications. Manipulatives listed in the clarifications are used. A bar diagram is used in the Spark Your Learning solution on page 297. Please see examples below.</p> <p>Algebra Tiles in Task 3 on page 283, On Your Own problems on page 286, More Practice/Homework problems on pages 287-288; Task 1 on page 298</p> <p>Balances in Tasks 1 and 2 on page 282</p> <p>drawings - Spark Your Learning on page 281</p> <p>number lines - Students graph their solution on a number line in Task 4 and Check Understanding problems 1-2 on page 300, On Your Own problems on page 301, and More Practice/Homework problem on page 303</p> <p>inverse operations - Used throughout lessons 9.3 (pages 297-304), 9.4 (pages 305-310), and 9.5 (pages 311-316)</p>	<p>Reviewer 1 stated that terms and solutions are not limited to positive rational numbers.</p> <p>HMH Response: Integers are acceptable in MA.6.AR.2.2 and MA.6.AR.2.3, so they are included in our content for MA.6.AR.2.4 as well even though the negative integers are not positive rational numbers. Problem 21 on page 294 does have a solution that is a negative decimal, but that is the only one in the lessons correlated to benchmark MA.6.AR.2.4.</p> <p>There are problems with fractions and decimals within each lesson. The benchmark has no requirement about a balance of fractions and decimals.</p>	<p>Lesson 9.2-9.4, pp. 286-288 https://www.hmhco.com/FL_SE_M09_Solve_Problem_21 Lesson 9.2 p. 292 balance</p>
9	<p>MA.6.AR.2.4 Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.</p>	n/a	<p>Reviewer 1 stated that terms and solutions are not limited to positive rational numbers.</p> <p>HMH Response: Integers are acceptable in MA.6.AR.2.2 and MA.6.AR.2.3, so they are included in our content for MA.6.AR.2.4 as well even though the negative integers are not positive rational numbers. Problem 21 on page 294 does have a solution that is a negative decimal, but that is the only one in the lessons correlated to benchmark MA.6.AR.2.4.</p> <p>There are problems with fractions and decimals within each lesson. The benchmark has no requirement about a balance of fractions and decimals.</p>	<p>Lesson 9.2-9.4, pp. 286-288 https://www.hmhco.com/FL_SE_M09_Solve_Problem_21 Lesson 9.2 p. 292 balance</p>	<p>Lesson 9.2-9.4, pp. 286-288 https://www.hmhco.com/FL_SE_M09_Solve_Problem_21 Lesson 9.2 p. 292 balance</p>
10	<p>MA.6.AR.3.3 Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.</p>	n/a	<p>Reviewer 2 stated that "lessons could have more practice with creating tables."</p> <p>HMH Response: Students complete tables in Check Understanding problem 1 on page 362, Four problems in On Your Own on pages 363-364, and three problems in More Practice/Homework on page 365.</p>	<p>Lesson 11.2, pp. 363-364 https://www.hmhco.com/FL_SE_M11_Ratio_and_Problem_1 Lesson 9.2 p. 292 balance</p>	<p>Lesson 11.2, pp. 363-364 https://www.hmhco.com/FL_SE_M11_Ratio_and_Problem_1 Lesson 9.2 p. 292 balance</p>
11	<p>MA.6.DP.1.2 Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.</p>	n/a	<p>Reviewer 1 stated that "range is missing."</p> <p>HMH Response: Range is covered in lesson 19.3 (pages 637-642)</p>	<p>Lesson 19.3, pp. 637-642 https://www.hmhco.com/FL_SE_M19_Variability Lesson 19.3, pp. 637-642</p>	<p>Lesson 19.3, pp. 637-642 https://www.hmhco.com/FL_SE_M19_Variability Lesson 19.3, pp. 637-642</p>

	A	B	C	D	E
12	<p>MA.6.DP.1.3 Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.</p> <p>MA.6.DP.1.4 Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.</p>	n/a	<p>Reviewer 1 stated that "instruction does not include vertical representation of box plot." Instruction includes horizontal representation of box plots.</p> <p>HMH Response: Vertical box plots are not mentioned anywhere in the benchmark, example, or clarification. We fully cover the benchmark and clarification in lessons 19.2 (pages 629-636) and 19.4 (pages 643-648).</p> <p>Reviewer 1 stated that "instruction limited to skewed description . . . and does not focus on describing data as Normal or Bimodal."</p> <p>HMH Response: Instruction does not focus on describing data as Normal or Bimodal. The benchmark does not mention Bimodal or Normal. The clarification (Appendix C) does not contain Bimodal or Normal in the glossary. We fully cover the benchmark in lessons 19.1 (pages 621-628) and 19.4 (pages 643-648).</p>	Lesson 19.1, pp. 621-628 https://www.jmhco.com/FL_SE_M19_Variability111ec-9255-675fd21d9f1	
13	<p>MA.6.NSO.1.3 Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.</p>	n/a	<p>Reviewer 2 stated that "lessons needs various number lines . . . and more practice with absolute value of rational numbers."</p> <p>HMH Response: Lesson 1.3 contains three horizontal number lines (pages 19, 20, and 21) and two vertical number lines (pages 20 and 22). Students explicitly find the absolute value of a number eight times in the tasks on pages 20 and 21 and eight practice problems on pages 22 and 23. Students must find absolute value in the process of solving other problems in the tasks and practice problems. The benchmark and clarifications are fully covered in lesson 1.3.</p>	Lesson 1.3, pp.19-24 https://www.jmhco.com/FL_SE_M01_Rational_886f-039c40bar052	
14	<p>MA.6.NSO.2.2 Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.</p>	n/a	<p>Reviewer 1 stated that "instruction was limited to multiplication, no division."</p> <p>HMH Response: Fraction multiplication is covered in Module 2, lessons 2.1-2.3. Fraction division is covered in Module 3, lessons 3.1-3.3. Lesson 3.4 allows students to practice a mixture of multiplication and division of fractions. Modules 2 and 3 fully cover the benchmark and clarification. (Screenshots of TOC for Modules 2 and 3 provided.)</p>	Lessons 2.1-2.3, pp. 43-48 https://www.jmhco.com/FL_SE_M02_Fraction_9f3b4a237db7	Lessons 3.1-3.4, pp.67-74 https://www.jmhco.com/FL_SE_M03_Fraction_33fe954f0ade
15	<p>MA.6.NSO.3.2 Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.</p>	n/a	<p>While Reviewer 2 rated us a 4 and he noted "benchmark is covered with GCF"; Reviewer 1 stated that the benchmark was not met, with no specific evidence.</p> <p>HMH Response: Lesson 1.4 Task 2 on page 26 covers GCF and reminds students of the Distributive Property. The end of Task 2 has students re-write $24 + 16$ as $8(3) + 8(2) = 8(3 + 2)$. This is also practiced in problems on pages 31-32. The benchmark and clarification are fully covered in lesson 1.4.</p>	Lesson 1.4, p.25-32 https://www.jmhco.com/FL_SE_M01_Rational_886f-039c40bar052	
16	<p>MA.7.AR.1.2 Determine whether two linear expressions are equivalent.</p>	n/a	<p>Reviewer 2 stated that lessons "need more practice with fraction coefficients".</p> <p>HMH Response: This benchmark is covered in Lessons 8.4 and 8.5. Most of the use of rational coefficients is used in Lesson 8.5, when students are more familiar and confident in working with linear expressions.</p> <p>Lesson 8.4: Rational coefficients are used in Task 2 on page 262 (1 fractional), Check Understanding problem 2 on page 263, On Your Own problems 12, 16, 24, and 28 on pages 264-266 (3 fractional), and More Practice/Homework problem 8 (fractional) on page 267.</p> <p>Lesson 8.5: Rational coefficients are used in Task 1 on page 269 (fractional), Task 2 on page 270, Check Understanding problem 4 (fractional) on page 271, On Your Own problems 5, 10, 13, 16, 17, 18, 19, 20, 23, 26, and 30 on pages 272-274 (7 fractional), More Practice/Homework problems 1, 6, and 8 on page 275 (2 fractional), and Florida Test Prep problems 12 and 13 on page 276 (1 fractional).</p>	Lessons 8.4 and 8.5, pp.262-274 https://www.jmhco.com/FL_SE_M08_Numerical_c5cd-11ec-b269-4d076b4	
17					

	A	B	C	D	E
18	<p>MA.7.DP.2.4</p> <p>Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.</p>	n/a	<p>Reviewer 1 states the "instruction partially meets benchmark", but does not provide evidence.</p> <p>HMH Response: This benchmark and the clarifications are fully covered in lesson 21.2. Benchmark: Lesson 21.2 Task 3 on page 702, On Your Own problems 4 and 11 on pages 703-704, More Practice/Homework problem 5 on page 705, and Florida Test Prep problem 9 on page 706 have students conduct an experiment and compare experimental and theoretical probabilities.</p> <p>Clarification 1: Fractions, decimals, and percentages are used throughout lesson 21.1, with several instances, like Task 2 Part E on page 701, where students must write there answer in all three forms.</p> <p>Clarification 2: Task 3 Part C page 702, On Your Own problem 4 page 703, and More Practice/Homework problem 5 on page 705</p> <p>Clarification 3: Coins, die (called a number cube), cards (non-standard deck page 703), marbles, and spinners are all used in lesson 21.2.</p>	<p>Lesson 21.2, pp. 699-706 https://www.jmhco.com/FL_SE_M21_Probability193f214c8caa</p>	
19	<p>MA.7.NSO.2.1</p> <p>Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.</p>	n/a	<p>Reviewer 1 states that "instruction does not include whole-number exponents."</p> <p>HMH Response: This benchmark and clarification are fully covered, not including exponents, in Lessons 6.4 and 6.6. Exponents are taught in Lesson 7.1. Whole-number exponents, in the context of using order of operations, appear in Lesson 8.1 on pages 239-244.</p>	<p>Lesson 6.4, pp.191-198 https://www.jmhco.com/FL_SE_M06_Fluency_W11ec-8810-c1b44a02086</p> <p>Lesson 7.1, pp. 217-222 https://www.jmhco.com/FL_SE_M07_Numerical2bb966416fd7</p> <p>Lesson 8.1, pp. 237-244 https://www.jmhco.com/FL_SE_M08_Numericalc5cd-11ec-b2c9-4d07eb4</p>	

Sent: Friday, April 29, 2022 7:43 AM EDT

To: Duncan; Patricia

CC: Starling, Courtney; Harvey, Ashley; Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia

Subject: FW: HMM initial appeal call

Attachment(s): "image001.jpg", "image002.png", "image003.png", "HMH FL Go Math Appeal G1.xlsx", "HMH FL Go Math Appeal G5.xlsx", "HMH FL Into Math Appeal Accelerated G6.xlsx", "image004.jpg"

Good morning ladies,

Please see the three attached spreadsheets for standards review from HMM. I spot checked the links and they all seem to take you straight to the standard/material in question.

Please make sure you are logged into HMM's online portal on your browser prior to opening any of the links on the spreadsheet.

Here is the info to log in:

FL Evaluator Account:

<https://www.hmhco.com/ui/login/?connection=91005680>

Teacher Username: FL-DemoTeacher1

Teacher Password: TheBEST1!

If you have any issues with any links, I am happy to assist.

Thank you again for all your hard work in getting these moving!

Thanks,

Lauren

Lauren Hamilton
Instructional Materials Specialist
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325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Jacobson, Lisa <Lisa.Jacobson@hnhco.com>

Sent: Thursday, April 28, 2022 9:52 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>

Cc: Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>

Subject: RE: HMM initial appeal call

Dear Lauren,

Thank you for providing us with appeal template. On behalf of HMM, I am sending you the completed Appeal files for the following:

HMM Florida's B.E.S.T. Go Math! Grade K
HMM Florida's B.E.S.T. Go Math! Grade 1
HMM Florida's B.E.S.T. Go Math! Grade 2
HMM Florida's B.E.S.T. Go Math! Grade 5
HMM Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

FL Evaluator Account:

<https://www.hmhco.com/ui/login/?connection=91005680>

State: EVALUATOR

District: FL K-12 Math Review-91005680

Teacher Username: FL-DemoTeacher1

Teacher Password: TheBEST1!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,
Lisa

Lisa Jacobson
Sr. Director, Bids and Contracts

Houghton Mifflin Harcourt
125 High Street
Boston, MA 02110
Office: 617.351.5415
lisa.jacobson@hnhco.com
hnhco.com



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Tuesday, April 26, 2022 12:01 PM
To: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Drew Parker <dparker@radeylaw.com>
Subject: RE: HMM initial appeal call

This message originated from outside your organization

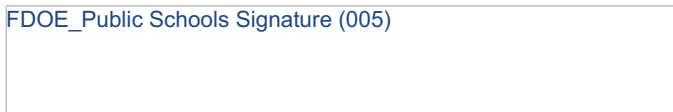
Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)



From: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>
Sent: Monday, April 25, 2022 9:53 AM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Drew Parker <dparker@radeylaw.com>
Subject: RE: HMM initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

Lataviance Taylor
Lead, Bids & Contracts Specialist
Business Desk, South Area

Houghton Mifflin Harcourt
9400 Southpark Center Loop
Orlando, FL 32819
Office: 407.345.2352

From: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Sent: Monday, April 25, 2022 9:50 AM
To: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>
Cc: Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Drew Parker <dparker@radeylaw.com>
Subject: HMH initial appeal call

This message originated from outside your organization

Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26th, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.
<https://meet.goto.com/547145269>

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United States: [+1 \(646\) 749-3129](tel:+16467493129)

Access Code: 547-145-269

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Dial in or type: [67.217.95.2](tel:67217952) or inroomlink.goto.com
Meeting ID: 547 145 269
Or dial directly: [547145269@67.217.95.2](tel:547145269@67217952) or [67.217.95.2##547145269](tel:67217952##547145269)

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Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
[DOE email signature](#)



	A	B	C	D	E	F
1	COURSE #5012030_HMH Florida's B.E.S.T. Go Math Grade 1					
2	BID 455					
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction			
4	n/a	n/a	<p>HMH Overall Response: After collecting and analyzing all the scores provided by the reviewers on Grade 1, we believe there was an error in calculations with the scores and that this grade did in fact score a 4. Nonetheless, we have provided responses to any standards where at least one reviewer scored us a 3 or below.</p> <p>Reviewer 1 rates us a 5 here and indicates that " Items focus on true and false. There is a mix of operations being related on both sides of the question as well as opportunities for multiple addends."</p> <p>Reviewer 2s, on the other hand, states that there were too many terms in the equations. They indicated that "The Listen and Draw on p.477, #13 on p.480, and #7 on 481 contain 5 terms, which does not align to the standard and clarifications."</p> <p>HMH Response: There are no more than 3 terms used on one side of an equation. On p. 477; p. 480 and 481 each have only a single equation that shows two terms on one side of the equation and three terms on the other.</p> <p>Additionally, Reviewer 2 wrote that the lesson does "not focus on the meaning of the equal sign."</p> <p>HMH Response: The Math Talk on p. 477 addresses the meaning of the equal sign.</p>			
5	MA.1.AR.2.2 Determine and explain if equations involving addition or subtraction are true or false.	n/a	<p>Reviewer 2 writes that Clarification 1 calls for students to use "tally marks to skip counting by 5's."</p> <p>HMH Response: Clarification 1 states that students should connect tally marks to counting by 5s, but does not state the expectation that students should skip count tally marks.</p>			
6	MA.1.DP.1.1 Collect data into categories and represent the results using tally marks or pictographs.	n/a	<p>Reviewer 2 states that the content contains "informal language" and "is missing critical academic vocabulary as mentioned in the clarifications."</p> <p>HMH Response: the "critical" academic vocabulary is not specifically stated by the FL standards and we use age-appropriate language.</p>			
7	MA.1.GR.1.1 Identify, compare and sort two- and three- dimensional figures based on their defining attributes. Figures are limited to circles, semi- circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders.	n/a	<p>Lesson 16.3: Lesson 16.4: https://www.4701-822a-4 Lesson 11.1: Lesson 11.5: https://www.Dimensional 12.1: Classif 12.2: Attrib www.hmhc0 Dimensional</p>			

	G	H	I	J
1				R
2				1-
3	Link to correction in materials			
4	n/a			
5	<p>pp. 477-481 Equal and Not Equal, focuses on True/False and operations on both sides of the equation.</p> <p>.hnhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C10_Addition_and_Subtraction_Relationships.pdf?custom_correlation_id=905db34-6ce4-44e1-9b5e-235f2ff145f0</p>			
6	<p>pp. 673-678 Tally Marks</p> <p>pp.679-685 Make Tally Marks</p> <p>.hnhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C16_Graphing.pdf?custom_correlation_id=f6e6549e-4187-44b3d09850e</p> <p>pp. 497-500 Three Dimensional Shapes</p> <p>pp. 500-503 Two-Dimensional Shapes on Three-Dimensional Shapes</p> <p>.hnhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C11_Geometry_Three-Solids.pdf?custom_correlation_id=9ab7c363-029b-41e0-9e51-89f9a6384f6b</p> <p>Identify and Sort Two-Dimensional Shapes, 533-536</p> <p>Attributes of Two-Dimensional Shapes, 539-542</p> <p>.hnhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C12_Geometry_Two-Dimensional Shapes.pdf?custom_correlation_id=c3ed929b-6a32-4bca-bc8c-a9ee272db71f</p>			
7				

A	B	C	D	E	F
<p>MA.1.GR.1.2</p> <p>Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.</p>	<p>n/a</p>	<p>Reviewer 1 states there are limited examples of sketching 2-D figures.</p>		<p>HMH Response: This is covered on pp.539-540, which has a table where students identify, draw, and give attributes of the shapes. Additionally, on p.521-526, students draw and identify two-dimensional shapes that compose three-dimensional shapes.</p> <p>Reviewer 2 states that "P-521-526 do not align with the standard at all. It is only 2d shapes based on their attributes, not the attributes of a 3D shape."</p> <p>HMH Response: Attributes of 3-D shapes include 2-D shapes, which are included in Lesson 11.5, pp. 521-526. Classifying two- and three-dimensional shapes are found in Lesson 11.1, 11.5, 12.1, and 12.5.</p>	<p>Lesson 12.2 www.hmhco.com/Dimensional</p> <p>Lesson 11.4 https://www.hmhco.com/Dimensional</p>
<p>MA.1.GR.1.3</p> <p>Compose and decompose two- and three- dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.</p>	<p>n/a</p>	<p>Reviewer 2 states Lesson 12.5 uses fourths instead of semi-circles.</p>		<p>HMH Response: The example mentioned uses two quarter circles to make a half circle, which is then composed to make other shapes.</p> <p>Additionally, reviewer 2 writes "There are some good examples of composing and decomposing 2d and 3d shapes . . . it is lacking the much needed vocabulary."</p> <p>HMH Reponse: From a standards perspective, using academic language and vocabulary is not mentioned.</p>	<p>Lesson 12.5 www.hmhco.com/Dimensional</p>
<p>MA.1.GR.1.4</p> <p>Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.</p>	<p>n/a</p>	<p>Reviewer 1 states that "While there are many examples of real- world objects for stand alone figures (balls, cones, cans, etc.), there are only a few real-world examples of items with multiple identifiable geometric figures . . . In most other examples, they are identifying the geometric figures in composed shapes."</p> <p>HMH Response: The composite figures were included; however because of their age appropriateness for Grade 1 students. The approach also meets the standard as it is written.</p>		<p>Reviewer 1 gave us a positive score of 5--a difference of 3 points from Reviewer 2. This reviewer specifically said "Items align to the standard for estimation."</p> <p>Reviewer 2, on the other hand, states that "The clarifications were clear that students would be estimating with inches. Chapter 14 Lesson 3 focuses on estimating with centimeters."</p> <p>HMH Response: The standard is written as follows "Measure the length of an object to the nearest inch <u>or</u> centimeter" so the content as presented meets the standards as they are written.</p> <p>Additionally, reviewer 2 was concerned that non-standard units are used for estimating.</p>	<p>Lesson 11.2 https://www.hmhco.com/Dimensional</p>
<p>MA.1.M.1.1</p> <p>Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.</p>	<p>n/a</p>			<p>HMH Response: The tiles and cubes used for measurement are not non-standard units of measure; the tiles are specified to be 1-inch and the unit cubes are 1 cm; this builds an understanding of the connection between counting and then adding units to measurement. Given how this benchmark and the clarifications, we believe this standard is completely met.</p>	<p>Lessons 14.1 https://www.hmhco.com/Dimensional</p> <p>Lessons 14.2 https://www.hmhco.com/Dimensional</p>



	A	B	C	D	E	F
12	<p>MA.1.M.1.2</p> <p>Compare and order the length of up to three objects using direct and indirect comparison.</p>	n/a	<p>Reviewer 1 gave us a positive score of 5 (a disparity of 3 points with reviewer 2) and stated "Opportunities for 3 items compared directly and also for indirect comparison."</p> <p>Reviewer 2, on the other hand, states that "Chapter 14 Lesson 3 does not align as it discusses estimating measurement instead of comparing objects in specific units."</p> <p>HMH Response: Students use comparisons of longer or shorter objects so that they can estimate their lengths. More specifically, in 14.5 students compare objects to order them, as stated by the standard.</p>			<p>Lesson 14.3 https://www.c311-4a93-00</p>
13	<p>MA.1.M.2.1</p> <p>Using analog and digital clocks, tell and write time in hours and half-hours.</p>	n/a	<p>Reviewer 2 states that "there is no discussion or use of the vocabulary for digital and analog" within the lessons 15.1-15.4.</p> <p>HMH Response: The benchmark specifies only that students write and tell time and not that they use specified vocabulary. Clocks divided into semicircles is shown in Lesson 15.3.</p>			<p>Lessons 15.1-15.4 https://www.illustrativemathematics.org/HS/index.html https://www.illustrativemathematics.org/HS/15.1-15.4</p>
14	<p>MA.1.M.2.2</p> <p>Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.</p>	n/a	<p>Reviewer 1 states that students count but do not simply identify coins--that the resources should "provide images of both sides of coins."</p> <p>HMH Response: Identification of the coin is necessary to count them. This is why both sides of the coin are used throughout this chapter in order to reinforce their ability to identify and count coins.</p>			<p>Lesson 9.1-9.4 https://www.illustrativemathematics.org/HS/index.html https://www.illustrativemathematics.org/HS/9.1-9.4</p>
15	<p>MA.1.M.2.3</p> <p>Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to \$100. Use the ¢ and \$ symbols appropriately.</p>	n/a	<p>Reviewer 1 wrote that the benchmark indicates students should "Find the value of combinations of pennies, nickels and dimes up to one dollar."</p> <p>HMH Response: In the Ready for More on Lesson 9.4, p. 412, the TE guide includes direction on how to guide students to find different ways to make 100 cents. This omission was caught by the internal team and was corrected for implementation.</p>			<p>Lesson 9.3, 9.4 https://www.illustrativemathematics.org/HS/index.html https://www.illustrativemathematics.org/HS/9.3,9.4</p>
16	<p>MA.1.NSO.1.2</p> <p>Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.</p>	n/a	<p>Reviewer 2 stated that "Most of the examples for expanded form was based on ___tens + ___ones when it should be the actual number made by the tens plus the ___ones (for example 70+5)."</p> <p>HMH Response: There are two places where this is covered in the content --both Lessons 2.5 and 2.9. It shows that students write numbers in 3 forms, ex., 4 tens + 7 ones, 40 + 7, and 47.</p>			<p>Lesson 2.5, 2.9 https://www.illustrativemathematics.org/HS/index.html https://www.illustrativemathematics.org/HS/2.5,2.9</p>
17	<p>MA.1.NSO.2.4</p> <p>Explore the addition of a two-digit number and a one-digit number with sums to 100.</p>	n/a	<p>Reviewer 2 writes "Examples from p.279-296 were not rigorous enough to cover this standard, as most were two single digit numbers. The SE p.303-308 did a much better job covering this material."</p> <p>HMH Response: As noted by Reviewer 1, there is good coverage in Chapter 6 which include problem with a two-digit addended greater than 20 and varying representations including models, number lines and place value.</p>			<p>Lesson 6.9 https://www.illustrativemathematics.org/HS/index.html https://www.illustrativemathematics.org/HS/6.9</p>
18						

	A	B	C	D
1	COURSE #5012070_HMH Florida's B.E.S.T. Go Math! Grade 5			
2	BID 459			
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction	
4	<p>MA.5.AR.2.3</p> <p>Determine and explain whether an equation involving any of the four operations is true or false.</p>	n/a	<p>Reviewer 2 stated "many questions focus on determining which property is being used, which is not a clarification in the BEST standard.</p> <p>HMH Response: this standard is not taught in isolation and taught throughout Grade 5 in equations; with properties, without, and in other formats. Examples of usage are 2.1, p.42; 3.3, p.98; 3.5, p. 110; 11.1 p. 379, and 11.2 p.386.</p>	<p>Lesson 2.1, https://www.illustration_of_math.com/revision_of_division_of_numbers.html</p> <p>Lesson 3.3, https://www.fcpscustom.com/f?custom_code=1111</p> <p>Lesson 11.1, https://www.illustration_of_math.com/correlation.html</p>
5	<p>MA.5.AR.3.2</p> <p>Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.</p>	n/a	<p>Reviewer 1 states that instruction is "asking student to write a rule for a given graph."</p> <p>HMH Response: This is an instructional sequence in which students write the ordered pairs to find the rule. This is an example of using standards together and not in isolation (with 5.DP.1.1).</p> <p>Reviewer 2 stated "Most question met the standard except the question in the explore part of Chapter 17 Lesson 2. The pattern does not match the chart."</p> <p>HMH Response: The pattern and the chart match on the aforementioned example.</p> <p>Reviewer 2 states that the pattern does not match the table in 18.1 Explore, p.631.</p> <p>HMH Response: No table was used in the Explore section.</p> <p>Reviewer 2 also states that fractional measurements of 1/8 are use.</p> <p>HMH Response: All line plots show only halves, thirds or fourths as measures--calculations, within questions may include other fractions.</p>	<p>Lesson 17.2, https://www.illustration_of_math.com/correlation.html</p> <p>Lesson 18.1, https://www.illustration_of_math.com/rel_Data.pdf</p>
6	<p>MA.5.DP.1.1</p> <p>Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.</p>	n/a	<p>HMH Response: All line plots show only halves, thirds or fourths as measures--calculations, within questions may include other fractions.</p> <p>While Reviewer 1 rated this benchmark coverage a full 3 points higher, noting that the benchmark coverage includes "instruction on balancing point", Reviewer 2 states "Explanations on how to find mean, mode, and median are aligned; however there is no mention of range."</p> <p>HMH Response: In the content, range is explicitly defined and demonstrated in Lesson18.2, p.635 and Lesson 18.5, p. 655.</p>	<p>Lesson 18.2, https://www.illustration_of_math.com/rel_Data.pdf</p>
7	<p>MA.5.DP.1.2</p> <p>Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.</p>	n/a	<p>While Reviewer 1 rated this benchmark coverage a full 3 points higher, noting that coverage includes a "use of models," Reviewer 2 states that mixed numbers were "used in comparative lessons only. Students are directed to simplify answers which is not necessary."</p> <p>HMH Response: Extensive mixed number multiplication is shown in Lesson 9.4, p.357 which is a comparison lesson; comparison is essential to multiplying mixed numbers for estimating products and assessing reasonableness. Also performed with area models in Lesson 13.2, p. 453. Both are examples of not showing the standards in isolation (with 5.GR.2.1).</p>	<p>Lesson 9.4, https://www.illustration_of_math.com/Mixed_Numbers.html</p> <p>Lesson 13.2, https://www.illustration_of_math.com/angles_with_angles.html</p>
8	<p>MA.5.FR.2.2</p> <p>Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.</p>	n/a		

E	F	G	H	I	
1			Reviewer Evaluation Scale: 5- Very Good 4- Good 3- Fair 2- Poor 1- Very Poor/No Alignment		
2					
3	Link to correction in materials				
4	<p>p. 42 .hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C02_Practice_Multiplication_and_DWhole_Numbers.pdf?custom_correlation_id=ec0d7d23-05e6-45da-af99-47205a741bd1 p. 98; Lesson 3.5 p. 110 .hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C03_Place_Value_and_Decimalssrelation_id=4365a37a-c5cb-11ec-9dd9-95a2dd181d23 p. 379, 112, p.386 .hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C11_Divide_Fractions.pdf?custom_id=be1c477f-c5cb-11ec-8e6f-97fd508f5f60</p>				
5	<p>p.585; Lesson 17.3, p.591 .hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C17_Graphs_and_Patterns.pdf?custom_id=0b4f9e24-c5cc-11ec-b420-a7d422cc62c4</p>				
6	<p>p. 631 .hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C18_Collect_Represent_and_Interp?custom_correlation_id=1b070d5b-c5cc-11ec-9e8c-67283c000cdd</p>				
7	<p>p.638; Lesson 18.5, p.655 .hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C18_Collect_Represent_and_Interp?custom_correlation_id=1b070d5b-c5cc-11ec-9e8c-67283c000cdd</p>				
8	<p>p. 357 .hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C09_Add_and_Subtrae_Fractions_aNumbers_with_Unlike_Denominators.pdf?custom_correlation_id=949888d2-c5cb-11ec-a9a6-3b73d4108379 p.453 .hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C13_Perimeter_and_Area_of_RectFractional_and_Decimal_Side_Lengths.pdf?custom_correlation_id=d7c1d56d-c5cb-11ec-916f-d1b8cf3d1d68</p>				

A	B	C	D
<p>MA.5.FR.2.3</p> <p>When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating.</p>	n/a	<p>Reviewer 2 states that "Examples in the text call for completing an operation to figure out the relative comparison. The BEST standards state that students should be able to focus on estimation and assessing the reasonableness of answers."</p> <p>HMH Response: Students learn estimation and assessing the reasonableness of answers by comparing products using the whole number part of the mixed number. In Lessons 10.3 and 10.4, students use models to compare the size of the product to the size of a factor when multiplying fractions. Students then determine that when you find a part of a part, the product will be less than either part. Finally, students understand that when a fraction is multiplied by a number greater than 1, the product will always be greater than the fraction. Building reasoning about the size of a product will help students determine if their solutions are reasonable or help them make reasonable estimates.</p>	<p>Lessons 10.3 https://www.illustrativemathematics.org/HS/index.html correlation</p>
<p>MA.5.GR.1.1</p> <p>Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.</p>	n/a	<p>Reviewer 1 stated this benchmark coverage 2 points higher, noting "lots of practice with triangles and quadrilaterals."</p> <p>Reviewer 2, on the other hand, states that "Examples classify more than what is necessary. Addresses various polygons not addressed in the BEST standards."</p> <p>HMH Response: Polygons shown are review material, and are also used in 3D prisms; such as the right pentagonal prism on p.491.</p> <p>Reviewer 1 rated this benchmark coverage a full 3 points higher at a 5, noting that there is "adequate coverage of 3-d figures."</p>	<p>Lesson 14.4 https://www.illustrativemathematics.org/HS/index.html correlation</p>
<p>MA.5.GR.1.2</p> <p>Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.</p>	n/a	<p>Reviewer 2 states "Extraneous material in lesson. Examples should be limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres."</p> <p>HMH Response: Pentagonal prism with equal sides and angles that are shown are right prisms, which are included in the benchmarks, p. 491.</p> <p>Reviewer 1 states "Chapter 10, Lesson 5 is not in 5th grade standards; perhaps middle school?"</p>	<p>Lesson 10.5 https://www.illustrativemathematics.org/HS/index.html correlation</p>
<p>MA.5.GR.2.1</p> <p>Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.</p>	n/a	<p>HMH Response: This shows benchmarks NOT taught in isolation and is an example of a problem-solving lessons that demonstrates how to solve benchmarks 5.FR.2.2 and 5.FR.2.3. Examples of fractional and decimal side lengths in Lessons 13.1, p.447-450 and 13.2, p.453-456</p> <p>Reviewer 2 rated this benchmark coverage 2 points higher with a 4, noting "Questions cover both fractional and decimal side lengths."</p> <p>Reviewer 1 states that in Lesson 17.3, p.591, students write the ordered pairs to find the rule.</p>	<p>Lesson 13.1 https://www.illustrativemathematics.org/HS/index.html angles_with</p>
<p>MA.5.GR.4.1</p> <p>Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.</p>	n/a	<p>HMH Response: This is also an example of using standards together and not in isolation. (with 5.GR.4.1 and 5.GR.4.2)</p> <p>Reviewer 2 rated this benchmark coverage 2 points higher with a 4, notes "Materials fairly instruct how to plot and label points."</p> <p>Reviewer 2 states: Conversion included length, volume, and capacity; however, there were no time conversion present."</p>	<p>Lesson 17.3 https://www.illustrativemathematics.org/HS/index.html om_correlat</p>
<p>MA.5.M.1.1</p> <p>Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.</p>	n/a	<p>HMH Response: One simple time conversions is included in 16.3, p.563, but this absence was noted in the errata process and will be corrected on the next printing.</p>	<p>Lesson 16.3 https://www.illustrativemathematics.org/HS/index.html f?custom_co</p>

	A	B	C	D
15	<p>MA.5.NSO.1.1</p> <p>Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.</p>	n/a	<p>Reviewer 1 stated that there is "not enough attention to this standard, only addressed in one lesson."</p> <p>HMH Response: More examples exist with other standards, as shown in Lesson 3.1, p. 83, Lesson 5.1, p. 149 and Lesson 7.1 p. 219</p>	<p>Lesson 3.1, https://www.fcusom.com</p> <p>Lesson 5.1, https://www.fcusom.com</p> <p>Lesson 7.1, https://www.fcusom.com</p>
16	<p>MA.5.NSO.1.2</p> <p>Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.</p>	n/a	<p>While Reviewer 2 rated this benchmark coverage 2 points higher, giving it a 4, noting "Materials address the standard fully."</p> <p>HMH Response: There is limited items on using expanded notation," Reviewer 1 stated "only one lesson for a concept that requires more attention." However, there are further examples in Lessons 3.1, 3.2, and 3.3 of using multiple forms of numbers.</p>	<p>Lessons 3.1 https://www.fcusom.com</p>
17	<p>MA.5.NSO.1.3</p> <p>Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations.</p>	n/a	<p>While Reviewer 2 rated this benchmark coverage 3 full points higher with a 5, stating "Materials addressed the standard fully with multiple ways to depict composition and decomposition," Reviewer 1 stated that there is "not enough content to support this concept."</p> <p>HMH Response: Decimal composition and decomposition are covered in Lesson 3.2 and 3.3 with models, by drawing, in place value tables, and by relating it to fractions.</p>	<p>Lesson 3.1, https://www.fcusom.com</p>
18	<p>MA.5.NSO.1.5</p> <p>Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.</p>	n/a	<p>Reviewer 2 stated that "Instruction does meet the standard."</p> <p>HMH Response: This benchmark is completely covered in Lesson 3.5, p.107 and there is no expectation in the benchmark or clarifications that number lines should be used</p>	<p>Lesson 3.5, https://www.fcusom.com</p>
19	<p>MA.5.NSO.2.1</p> <p>Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.</p>	n/a	<p>Reviewer 1 states "Instruction does not include practice of various algorithms".</p> <p>HMH Response: Lesson 1.1 covers this standard completely as there is not a need to have various algorithms according to the benchmark. That being said, Lessons 2.5 and 2.6 bar models are used as an instructional method as well.</p>	<p>Lesson 1.1, https://www.fcusom.com</p> <p>Lesson 2.5 https://www.fcusom.com</p> <p>Lesson 2.6 https://www.fcusom.com</p>
20	<p>MA.5.NSO.2.2</p> <p>Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.</p>	n/a	<p>While Reviewer 1 rated this benchmark coverage 3 points higher with a 5, and noted "Multiple representations used," Reviewer 2 stated that "good use of partial quotient initially then it leans into long division standard algorithm for the rest of the division practice."</p> <p>HMH Response: Other methods are used, such as quick pictures, in Lesson 1.2, partial quotients in Lesson 1.3, the standard algorithm in Lesson 2.1, interpreting remainders and writing them as fractions in Lesson 2.2, and adjust quotients in Lesson 2.3.</p>	<p>Lesson 1.1 https://www.fcusom.com</p> <p>Lesson 2.1 https://www.fcusom.com</p> <p>Lesson 2.2 https://www.fcusom.com</p> <p>Lesson 2.3 https://www.fcusom.com</p>

	A	B	C	D	E
1	COURSE #1205020_HMH Florida's B.E.S.T. Intro Math Accelerated Grade 6				
2	BID <u>465</u>				
3	Standard Below 3 (if applicable)	Special Topic Concern (if applicable)	Publisher Correction		
4	n/a	n/a	Overall HMH Response: These standards are also found in Grade 6 and 7 of HMH Florida's Best Into Math--both grades which were approved for the adoption list. This program contains the same content as Grade 6 and part of Grade 7. While Reviewer 2 scored the content a 5 and stated, "standard is covered completely; all properties are defined and practiced throughout the lesson." Reviewer 1, on the other hand, stated that Clarification 1 (Associative, Commutative, Distributive applied to generating equivalent algebraic expressions) is "not represented". HMH Response: In the lesson interleaf for Lesson 8.4 on page 261A, the Associative Property of Addition, Associative Property of Multiplication, Commutative Property of Addition, Commutative Property of Multiplication, and Distributive Property are all listed as review vocabulary. These properties are all defined, with examples, in a table on SE page 262. Additionally, tasks 2 and 3 on pages 262-263 of the SE require students to list the property used in each step of simplifying an expression. On Your Own problems 3, 6, 14, 15, and 19 on pages 264-265, More Practice/Homework problems 6 and 7 on page 267, and Florida Test Prep problem 10 require students to justify their work using properties.		Lesson 8.4, p.262 https://www.jmhco.com/FL_SE_M08_Numerical/c5cd-11ec-b2c9-4d07eb4
5	MA.6.AR.1.4 Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	n/a	Reviewer 1 stated that this standard was not represented because set notation was not used. HMH Response: Set notation is not a requirement of the benchmark, shown in the example, or mentioned in the clarification. Integers are used in the language of the benchmark. Equations - On page 284, Task 4 parts E and F use substitution for a single value. Check Understanding problems 2-4 on page 284 use substitution for a single value. On Your Own problems 10-15 on page 285 have students substitute multiple values. On Your Own problems 16-17 on page 286 have students substitute multiple values. More Practice/Homework problems 7-10 on page 287 have students substitute for a single value. Page 285 problem 11 is the only one involving rational numbers and not just integers. Lessons 9.2 and 9.3 have students use what they learned in lesson 9.1 to check their solutions to equations. Inequalities - Lesson 10.1 (pages 322-325 and 327) covers the benchmark for inequalities.		Lesson 8.4, pp. 283 https://www.jmhco.com/FL_SE_M08_Numerical/c5cd-11ec-b2c9-4d07eb4 Lessons 9.2-9.3, pp. 285-287 https://www.jmhco.com/FL_SE_M09_Solve_Problem/11ec-8e6f-ab8d0d29724 Lesson 10.1, pp. 322-325 https://www.jmhco.com/FL_SE_M10_Inequalities/41d7a4ec30a4
6	MA.6.AR.2.1 Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	n/a			

	F	G	H	I
1			Reviewer Evaluation Scale: 5- Very Good 4- Good 3- Fair 2- Poor 1 - Very Poor/No Alignment	
2				
3	Link to correction in materials			
4	n/a			
5	content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_and_Algebraic_Expressions.pdf?custom_correlation_id=c8f353be-0d587			
6	content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_and_Algebraic_Expressions.pdf?custom_correlation_id=c8f353be-0d587 p-304 content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_Plans_Using_Equations.pdf?custom_correlation_id=d78185db-c5cd-25, 327 content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_Plans.pdf?custom_correlation_id=ea1f73e6-c5cd-11ec-95a8-			

	A	B	C	D	E
7	<p>MA.6.AR.2.2 Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.</p>	n/a	<p>Reviewer 2 rated the content highly with a 5 and commented "I love how this standard is spread out through multiple lessons and various strategies are used." Reviewer 1, on the other hand, stated that bar diagrams are not used.</p> <p>HMH Response: Bar diagrams are not mentioned in the benchmark or clarifications. Manipulatives listed in the clarifications are used. Please see examples below.</p> <p>Algebra Tiles in Task 3 on page 283, On Your Own problems on page 286, More Practice/Homework problems on pages 287-288, Task 2 on page 291</p> <p>Balances in Tasks 1 and 2 on page 282, Task 1 on page 290, On Your Own on page 293-294, More Practice Homework page 295;</p> <p>Base-ten blocks in Spark Your Learning on page 289</p> <p>drawings - Spark Your Learning on page 281, Task 2 on page 291, More Practice/Homework page 295</p> <p>number lines - Spark Your Learning on page 289</p> <p>inverse operations - Used throughout lessons 9.2 (pages 289-295), 9.4 (pages 305-310), and 9.5 (pages 311-316)</p>	<p>Lesson 9.3 p. 297 bar Lesson 9.1 pp. 286, 287 Lesson 9.2 p. 292 balance</p>	<p>Lesson 9.3 p. 297 Bar Lesson 9.1 pp. 286, 287 Lesson 9.2 p. 292 balance</p>
8	<p>MA.6.AR.2.3 Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.</p>	n/a	<p>Reviewer 1 stated that bar diagrams are not used.</p> <p>HMH Response: Bar diagrams are not mentioned in the benchmark or clarifications. Manipulatives listed in the clarifications are used. A bar diagram is used in the Spark Your Learning solution on page 297. Please see examples below.</p> <p>Algebra Tiles in Task 3 on page 283, On Your Own problems on page 286, More Practice/Homework problems on pages 287-288; Task 1 on page 298</p> <p>Balances in Tasks 1 and 2 on page 282</p> <p>drawings - Spark Your Learning on page 281</p> <p>number lines - Students graph their solution on a number line in Task 4 and Check Understanding problems 1-2 on page 300, On Your Own problems on page 301, and More Practice/Homework problem on page 303</p> <p>inverse operations - Used throughout lessons 9.3 (pages 297-304), 9.4 (pages 305-310), and 9.5 (pages 311-316)</p>	<p>Reviewer 1 stated that terms and solutions are not limited to positive rational numbers.</p> <p>HMH Response: Integers are acceptable in MA.6.AR.2.2 and MA.6.AR.2.3, so they are included in our content for MA.6.AR.2.4 as well even though the negative integers are not positive rational numbers. Problem 21 on page 294 does have a solution that is a negative decimal, but that is the only one in the lessons correlated to benchmark MA.6.AR.2.4.</p> <p>There are problems with fractions and decimals within each lesson. The benchmark has no requirement about a balance of fractions and decimals.</p>	<p>Lesson 9.2-9.4, pp. 286-288 https://www.hmhco.com/FL_SE_M09_Solve_Problem_21 Lesson 9.2 p. 292 balance Lesson 9.3 p. 297 Bar Lesson 9.1 pp. 286, 287 Lesson 9.2 p. 292 balance</p>
9	<p>MA.6.AR.2.4 Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.</p>	n/a	<p>Reviewer 1 stated that terms and solutions are not limited to positive rational numbers.</p> <p>HMH Response: Integers are acceptable in MA.6.AR.2.2 and MA.6.AR.2.3, so they are included in our content for MA.6.AR.2.4 as well even though the negative integers are not positive rational numbers. Problem 21 on page 294 does have a solution that is a negative decimal, but that is the only one in the lessons correlated to benchmark MA.6.AR.2.4.</p> <p>There are problems with fractions and decimals within each lesson. The benchmark has no requirement about a balance of fractions and decimals.</p>	<p>Reviewer 2 stated that "lessons could have more practice with creating tables."</p> <p>HMH Response: Students complete tables in Check Understanding problem 1 on page 362, four problems in On Your Own on pages 363-364, and three problems in More Practice/Homework on page 365.</p>	<p>Lesson 9.2-9.4, pp. 286-288 https://www.hmhco.com/FL_SE_M09_Solve_Problem_21 Lesson 9.2 p. 292 balance Lesson 9.3 p. 297 Bar Lesson 9.1 pp. 286, 287 Lesson 9.2 p. 292 balance</p>
10	<p>MA.6.AR.3.3 Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.</p>	n/a	<p>Reviewer 1 stated that "range is missing."</p>	<p>Lesson 11.2, pp. 363-364 https://www.hmhco.com/FL_SE_M11_Ratio_and_Problem_1 Lesson 9.2-9.4, pp. 286-288 https://www.hmhco.com/FL_SE_M09_Solve_Problem_21</p>	<p>Lesson 11.2, pp. 363-364 https://www.hmhco.com/FL_SE_M11_Ratio_and_Problem_1 Lesson 9.2-9.4, pp. 286-288 https://www.hmhco.com/FL_SE_M09_Solve_Problem_21</p>
11	<p>MA.6.DP.1.2 Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.</p>	n/a	<p>Reviewer 1 stated that "range is missing."</p> <p>HMH Response: Range is covered in lesson 19.3 (pages 637-642)</p>	<p>Lesson 19.3, pp. 637-642 https://www.hmhco.com/FL_SE_M19_Variability Lesson 9.2-9.4, pp. 286-288 https://www.hmhco.com/FL_SE_M09_Solve_Problem_21</p>	<p>Lesson 19.3, pp. 637-642 https://www.hmhco.com/FL_SE_M19_Variability Lesson 9.2-9.4, pp. 286-288 https://www.hmhco.com/FL_SE_M09_Solve_Problem_21</p>

	A	B	C	D	E
12	<p>MA.6.DP.1.3 Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.</p>	n/a	<p>Reviewer 1 stated that "instruction does not include vertical representation of box plot." Instruction includes horizontal representation of box plots. HMH Response: Vertical box plots are not mentioned anywhere in the benchmark, example, or clarification. We fully cover the benchmark and clarification in lessons 19.2 (pages 629-636) and 19.4 (pages 643-648).</p>	Lesson 19.2, pp. 629-636 https://www.jmhco.com/FL_SE_M19_Variability111ec-9255-675fd21d9f1	
13	<p>MA.6.DP.1.4 Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.</p>	n/a	<p>Reviewer 1 stated that "instruction limited to skewed description . . . and does not focus on describing data as Normal or Bimodal." HMH Response: Instruction does not focus on describing data as Normal or Bimodal. The benchmark does not mention Bimodal or Normal. The clarification (Appendix C) does not contain Bimodal or Normal in the glossary. We fully cover the benchmark in lessons 19.1 (pages 621-628) and 19.4 (pages 643-648).</p>	Lesson 19.1, pp. 621-628 https://www.jmhco.com/FL_SE_M19_Variability111ec-9255-675fd21d9f1	
14	<p>MA.6.NSO.1.3 Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.</p>	n/a	<p>Reviewer 2 stated that "lessons needs various number lines . . . and more practice with absolute value of rational numbers." HMH Response: Lesson 1.3 contains three horizontal number lines (pages 19, 20, and 21) and two vertical number lines (pages 20 and 22). Students explicitly find the absolute value of a number eight times in the tasks on pages 20 and 21 and eight practice problems on pages 22 and 23. Students must find absolute value in the process of solving other problems in the tasks and practice problems. The benchmark and clarifications are fully covered in lesson 1.3.</p>	Lesson 1.3, pp.19-24 https://www.jmhco.com/FL_SE_M01_Rational_18e6f-039c-40bar052	Lessons 2.1-2.3, pp. 43-48 https://www.jmhco.com/FL_SE_M02_Fraction_19f3b4d237db7
15	<p>MA.6.NSO.2.2 Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.</p>	n/a	<p>Reviewer 1 stated that "instruction was limited to multiplication, no division." HMH Response: Fraction multiplication is covered in Module 2, lessons 2.1-2.3. Fraction division is covered in Module 3, lessons 3.1-3.3. Lesson 3.4 allows students to practice a mixture of multiplication and division of fractions. Modules 2 and 3 fully cover the benchmark and clarification. (Screenshots of TOC for Modules 2 and 3 provided.)</p>	Lessons 3.1-3.4, pp.67-74 https://www.jmhco.com/FL_SE_M03_Fraction_133fe954f0ade	
16	<p>MA.6.NSO.3.2 Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.</p>	n/a	<p>While Reviewer 2 rated us a 4 and he noted "benchmark is covered with GCF"; Reviewer 1 stated that the benchmark was not met, with no specific evidence. HMH Response: Lesson 1.4 Task 2 on page 26 covers GCF and reminds students of the Distributive Property. The end of Task 2 has students re-write $24 + 16$ as $8(3) + 8(2) = 8(3 + 2)$. This is also practiced in problems on pages 31-32. The benchmark and clarification are fully covered in lesson 1.4.</p>	Lesson 1.4, p.25-32 https://www.jmhco.com/FL_SE_M01_Rational_18e6f-039c-40bar052	
17	<p>MA.7.AR.1.2 Determine whether two linear expressions are equivalent.</p>	n/a	<p>Reviewer 2 stated that lessons "need more practice with fraction coefficients". HMH Response: This benchmark is covered in Lessons 8.4 and 8.5. Most of the use of rational coefficients is used in Lesson 8.5, when students are more familiar and confident in working with linear expressions. Lesson 8.4: Rational coefficients are used in Task 2 on page 262 (1 fractional), Check Understanding problem 2 on page 263, On Your Own problems 12, 16, 24, and 28 on pages 264-266 (3 fractional), and More Practice/Homework problem 8 (fractional) on page 267. Lesson 8.5: Rational coefficients are used in Task 1 on page 269 (fractional), Task 2 on page 270, Check Understanding problem 4 (fractional) on page 271, On Your Own problems 5, 10, 13, 16, 17, 18, 19, 20, 23, 26, and 30 on pages 272-274 (7 fractional), More Practice/Homework problems 1, 6, and 8 on page 275 (2 fractional), and Florida Test Prep problems 12 and 13 on page 276 (1 fractional).</p>	Lessons 8.4 and 8.5, pp. 262-276 https://www.jmhco.com/FL_SE_M08_Numerical_c5cd-11ec-b2c9-4d07e64	

	A	B	C	D	E
18	<p>MA.7.DP.2.4</p> <p>Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.</p>	n/a	<p>Reviewer 1 states the "instruction partially meets benchmark", but does not provide evidence.</p> <p>HMH Response: This benchmark and the clarifications are fully covered in lesson 21.2. Benchmark: Lesson 21.2 Task 3 on page 702, On Your Own problems 4 and 11 on pages 703-704, More Practice/Homework problem 5 on page 705, and Florida Test Prep problem 9 on page 706 have students conduct an experiment and compare experimental and theoretical probabilities.</p> <p>Clarification 1: Fractions, decimals, and percentages are used throughout lesson 21.1, with several instances, like Task 2 Part E on page 701, where students must write there answer in all three forms.</p> <p>Clarification 2: Task 3 Part C page 702, On Your Own problem 4 page 703, and More Practice/Homework problem 5 on page 705</p> <p>Clarification 3: Coins, die (called a number cube), cards (non-standard deck page 703), marbles, and spinners are all used in lesson 21.2.</p>	<p>Lesson 21.2, pp. 699-706 https://www.jmhco.com/FL_SE_M21_Probability193f214c8caa</p>	
19	<p>MA.7.NSO.2.1</p> <p>Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.</p>	n/a	<p>Reviewer 1 states that "instruction does not include whole-number exponents."</p> <p>HMH Response: This benchmark and clarification are fully covered, not including exponents, in Lessons 6.4 and 6.6. Exponents are taught in Lesson 7.1. Whole-number exponents, in the context of using order of operations, appear in Lesson 8.1 on pages 239-244.</p>	<p>Lesson 6.4, pp.191-198 https://www.jmhco.com/FL_SE_M06_Fluency_W11ec-8810-c1b44a02086</p> <p>Lesson 7.1, pp. 217-222 https://www.jmhco.com/FL_SE_M07_Numerical2bb966416fd7</p> <p>Lesson 8.1, pp. 237-244 https://www.jmhco.com/FL_SE_M08_Numericalc5cd-11ec-b2c9-4d07eb4</p>	

Sent: Tuesday, May 10, 2022 11:44 PM EDT

To: Duncan; Patricia

CC: Starling, Courtney; Harvey, Ashley; Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia

Subject: FW: HMH initial appeal call

Attachment(s): "image001.jpg", "image002.png", "image003.png", "HMH FL Go Math Appeal G1.xlsx", "HMH FL Go Math Appeal GK.xlsx", "HMH FL Into Math Appeal Accelerated G6.xlsx", "image005.jpg"

Good morning ladies,

Please see the attached three files for standards review from HMH.

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Jacobson, Lisa <Lisa.Jacobson@hnhco.com>

Sent: Thursday, April 28, 2022 9:52 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>

Cc: Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>

Subject: RE: HMH initial appeal call

Dear Lauren,

Thank you for providing us with appeal template. On behalf of HMH, I am sending you the completed Appeal files for the following:

HMH Florida's B.E.S.T. Go Math! Grade K
HMH Florida's B.E.S.T. Go Math! Grade 1
HMH Florida's B.E.S.T. Go Math! Grade 2
HMH Florida's B.E.S.T. Go Math! Grade 5
HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

FL Evaluator Account:

<https://www.hnhco.com/ui/login/?connection=91005680>

State: EVALUATOR

District: FL K-12 Math Review-91005680

Teacher Username: FL-DemoTeacher1

Teacher Password: TheBEST1!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,

Lisa

Lisa Jacobson

Sr. Director, Bids and Contracts

Houghton Mifflin Harcourt

125 High Street

Boston, MA 02110

Office: 617.351.5415

lisa.jacobson@hnhco.com

hnhco.com



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Tuesday, April 26, 2022 12:01 PM
To: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Drew Parker <dparker@radeylaw.com>
Subject: RE: HMH initial appeal call

This message originated from outside your organization

Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
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FDOE_Public Schools Signature (005)

From: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>
Sent: Monday, April 25, 2022 9:53 AM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Drew Parker <dparker@radeylaw.com>
Subject: RE: HMH initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

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From: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Sent: Monday, April 25, 2022 9:50 AM
To: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>
Cc: Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Drew Parker <dparker@radeylaw.com>
Subject: HMH initial appeal call

This message originated from outside your organization

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26th, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

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Amber Baumbach
Library Media & Instructional Materials Program Specialist
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DOE email signature

	A	B	C	D	E	F
1	COURSE #5012030_HMH Florida's B.E.S.T. Go Math Grade 1					
2	BID 455					
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction			
4	n/a	n/a	<p>HMH Overall Response: After collecting and analyzing all the scores provided by the reviewers on Grade 1, we believe there was an error in calculations with the scores and that this grade did in fact score a 4. Nonetheless, we have provided responses to any standards where at least one reviewer scored us a 3 or below.</p> <p>Reviewer 1 rates us a 5 here and indicates that " Items focus on true and false. There is a mix of operations being related on both sides of the question as well as opportunities for multiple addends."</p> <p>Reviewer 2s, on the other hand, states that there were too many terms in the equations. They indicated that "The Listen and Draw on p.477, #13 on p.480, and #7 on 481 contain 5 terms, which does not align to the standard and clarifications."</p> <p>HMH Response: There are no more than 3 terms used on one side of an equation. On p. 477; p. 480 and 481 each have only a single equation that shows two terms on one side of the equation and three terms on the other.</p> <p>Additionally, Reviewer 2 wrote that the lesson does "not focus on the meaning of the equal sign."</p> <p>HMH Response: The Math Talk on p. 477 addresses the meaning of the equal sign.</p>			
5	MA.1.AR.2.2 Determine and explain if equations involving addition or subtraction are true or false.	n/a	<p>Reviewer 2 writes that Clarification 1 calls for students to use "tally marks to skip counting by 5's."</p> <p>HMH Response: Clarification 1 states that students should connect tally marks to counting by 5s, but does not state the expectation that students should skip count tally marks.</p>			
6	MA.1.DP.1.1 Collect data into categories and represent the results using tally marks or pictographs.	n/a	<p>Reviewer 2 states that the content contains "informal language" and "is missing critical academic vocabulary as mentioned in the clarifications."</p> <p>HMH Response: the "critical" academic vocabulary is not specifically stated by the FL standards and we use age-appropriate language.</p>			
7	MA.1.GR.1.1 Identify, compare and sort two- and three- dimensional figures based on their defining attributes. Figures are limited to circles, semi- circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders.	n/a	<p>Lesson 16.3: Lesson 16.4: https://www.4701-822a-4 Lesson 11.1: Lesson 11.5: https://www.Dimensional 12.1: Classif 12.2: Attrib www.hmhc0 Dimensional</p>			

G	H	I	J
1			R
2			
3	Link to correction in materials		1-
4	n/a		
5	<p>pp. 477-481 Equal and Not Equal, focuses on True/False and operations on both sides of the equation.</p> <p>.hnhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C10_Addition_and_Subtraction_Relationships.pdf?custom_correlation_id=905db34-6ce4-44e1-9b5e-235f2ff145f0</p>		
6	<p>pp. 673-678 Tally Marks</p> <p>pp.679-685 Make Tally Marks</p> <p>.hnhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C16_Graphing.pdf?custom_correlation_id=f6e6549e-4187-44b3d09850e</p> <p>pp. 497-500 Three Dimensional Shapes</p> <p>pp. 500-503 Two-Dimensional Shapes on Three-Dimensional Shapes</p> <p>.hnhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C11_Geometry_Three-Solids.pdf?custom_correlation_id=9ab7c363-029b-41e0-9e51-89f9a6384f6b</p> <p>Identify and Sort Two-Dimensional Shapes, 533-536</p> <p>Properties of Two-Dimensional Shapes, 539-542</p> <p>.hnhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C12_Geometry_Two-Dimensional Shapes.pdf?custom_correlation_id=c3ed929b-6a32-4bca-bc8c-a9ee272db71f</p>		
7			

	A	B	C	D	E	F
8	<p>MA.1.GR.1.2</p> <p>Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.</p>	n/a	<p>Reviewer 1 states there are limited examples of sketching 2-D figures.</p>		<p>HMH Response: This is covered on pp.539-540, which has a table where students identify, draw, and give attributes of the shapes. Additionally, on p.521-526, students draw and identify two-dimensional shapes that compose three-dimensional shapes.</p> <p>Reviewer 2 states that "P-521-526 do not align with the standard at all. It is only 2d shapes based on their attributes, not the attributes of a 3D shape."</p> <p>HMH Response: Attributes of 3-D shapes include 2-D shapes, which are included in Lesson 11.5, pp. 521-526. Classifying two- and three-dimensional shapes are found in Lesson 11.1, 11.5, 12.1, and 12.5.</p>	<p>Lesson 12.2 www.hmhco.com/Dimensional</p> <p>Lesson 11.4 https://www.hmhco.com/Dimensional</p>
9	<p>MA.1.GR.1.3</p> <p>Compose and decompose two- and three- dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.</p>	n/a	<p>Reviewer 2 states Lesson 12.5 uses fourths instead of semi-circles.</p>		<p>HMH Response: The example mentioned uses two quarter circles to make a half circle, which is then composed to make other shapes.</p> <p>Additionally, reviewer 2 writes "There are some good examples of composing and decomposing 2d and 3d shapes . . . it is lacking the much needed vocabulary."</p> <p>HMH Reponse: From a standards perspective, using academic language and vocabulary is not mentioned.</p>	<p>Lesson 12.5 www.hmhco.com/Dimensional</p>
10	<p>MA.1.GR.1.4</p> <p>Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.</p>	n/a	<p>Reviewer 1 states that "While there are many examples of real- world objects for stand alone figures (balls, cones, cans, etc.), there are only a few real-world examples of items with multiple identifiable geometric figures . . . In most other examples, they are identifying the geometric figures in composed shapes."</p> <p>HMH Response: The composite figures were included; however because of their age appropriateness for Grade 1 students. The approach also meets the standard as it is written.</p>		<p>Reviewer 1 gave us a positive score of 5--a difference of 3 points from Reviewer 2. This reviewer specifically said "Items align to the standard for estimation."</p> <p>Reviewer 2, on the other hand, states that "The clarifications were clear that students would be estimating with inches. Chapter 14 Lesson 3 focuses on estimating with centimeters."</p> <p>HMH Response: The standard is written as follows "Measure the length of an object to the nearest inch <u>or</u> centimeter" so the content as presented meets the standards as they are written.</p> <p>Additionally, reviewer 2 was concerned that non-standard units are used for estimating.</p>	<p>Lesson 11.2 https://www.hmhco.com/Dimensional</p>
11	<p>MA.1.M.1.1</p> <p>Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.</p>	n/a	<p>Reviewer 1 gave us a positive score of 5--a difference of 3 points from Reviewer 2. This reviewer specifically said "Items align to the standard for estimation."</p> <p>Reviewer 2, on the other hand, states that "The clarifications were clear that students would be estimating with inches. Chapter 14 Lesson 3 focuses on estimating with centimeters."</p> <p>HMH Response: The standard is written as follows "Measure the length of an object to the nearest inch <u>or</u> centimeter" so the content as presented meets the standards as they are written.</p> <p>Additionally, reviewer 2 was concerned that non-standard units are used for estimating.</p>		<p>HMH Response: The tiles and cubes used for measurement are not non-standard units of measure; the tiles are specified to be 1-inch and the unit cubes are 1 cm; this builds an understanding of the connection between counting and then adding units to measurement. Given how this benchmark and the clarifications, we believe this standard is completely met.</p>	<p>Lessons 14.1 https://www.hmhco.com/Dimensional</p> <p>Lessons 14.2 https://www.hmhco.com/Dimensional</p>

	A	B	C	D	E	F
12	<p>MA.1.M.1.2</p> <p>Compare and order the length of up to three objects using direct and indirect comparison.</p>	n/a	<p>Reviewer 1 gave us a positive score of 5 (a disparity of 3 points with reviewer 2) and stated "Opportunities for 3 items compared directly and also for indirect comparison."</p> <p>Reviewer 2, on the other hand, states that "Chapter 14 Lesson 3 does not align as it discusses estimating measurement instead of comparing objects in specific units."</p> <p>HMH Response: Students use comparisons of longer or shorter objects so that they can estimate their lengths. More specifically, in 14.5 students compare objects to order them, as stated by the standard.</p>			<p>Lesson 14.3 https://www.c311-4a93-00</p>
13	<p>MA.1.M.2.1</p> <p>Using analog and digital clocks, tell and write time in hours and half-hours.</p>	n/a	<p>Reviewer 2 states that "there is no discussion or use of the vocabulary for digital and analog" within the lessons 15.1-15.4.</p> <p>HMH Response: The benchmark specifies only that students write and tell time and not that they use specified vocabulary. Clocks divided into semicircles is shown in Lesson 15.3.</p>			<p>Lessons 15.1-15.4 https://www.4https://www.b8ed-8b01a</p>
14	<p>MA.1.M.2.2</p> <p>Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.</p>	n/a	<p>Reviewer 1 states that students count but do not simply identify coins--that the resources should "provide images of both sides of coins."</p> <p>HMH Response: Identification of the coin is necessary to count them. This is why both sides of the coin are used throughout this chapter in order to reinforce their ability to identify and count coins.</p>			<p>Lesson 9.1-9.4 https://www.a66d-71cf45</p>
15	<p>MA.1.M.2.3</p> <p>Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to \$100. Use the ¢ and \$ symbols appropriately.</p>	n/a	<p>Reviewer 1 wrote that the benchmark indicates students should "Find the value of combinations of pennies, nickels and dimes up to one dollar."</p> <p>HMH Response: In the Ready for More on Lesson 9.4, p. 412, the TE guide includes direction on how to guide students to find different ways to make 100 cents. This omission was caught by the internal team and was corrected for implementation.</p>			<p>Lesson 9.3, https://www.a66d-71cf45</p> <p>Lesson 9.4, https://www.4407-a901-d</p>
16	<p>MA.1.NSO.1.2</p> <p>Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.</p>	n/a	<p>Reviewer 2 stated that "Most of the examples for expanded form was based on ___tens + ___ones when it should be the actual number made by the tens plus the ___ones (for example 70+5)."</p> <p>HMH Response: There are two places where this is covered in the content --both Lessons 2.5 and 2.9. It shows that students write numbers in 3 forms, ex., 4 tens + 7 ones, 40 + 7, and 47.</p>			<p>Lesson 2.5, https://www.fef0597-808</p>
17	<p>MA.1.NSO.2.4</p> <p>Explore the addition of a two-digit number and a one-digit number with sums to 100.</p>	n/a	<p>Reviewer 2 writes "Examples from p.279-296 were not rigorous enough to cover this standard, as most were two single digit numbers. The SE p.303-308 did a much better job covering this material."</p> <p>HMH Response: As noted by Reviewer 1, there is good coverage in Chapter 6 which include problem with a two-digit addended greater than 20 and varying representations including models, number lines and place value.</p>			<p>Lesson 6.9 https://www.8-1dff-48ec</p>
18						

	A	B	C	D	E	F	G
1	<u>COURSE #5012020</u> <u>HMH Florida's B.E.S.T. Go Math! Grade K</u>						
2	<u>BID #454</u>						
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction				
4	n/a	The section "supporting all learners" contains references to peoples/cultures/equity in the TE.	Per the reviewer's note, the section Supporting All Learners was the only concern re: Special Topics because it "contains references to people/cultures/equity in the TE." It is important to note that HMH Florida's B.E.S.T. Go Math! complies with the Addendum to Mathematics Instructional Materials Bid Specifications issued by the Florida Department of Education June 9, 2021 and it does not reference or contain Critical Race Theory or Social Emotional Learning objectives in the Supporting All Learners callouts or elsewhere in the books or the digital experience. Without additional details or evidence to back the concern, the only explicit Supporting all Learners that refers to "cultures" can be found in Lesson 3.5 Supporting all Learners call-out. Our plan is to remove this call-out from the digital program immediately and from the print Teacher's Edition upon reprint.				Below is a link to a m reprint. Lesson 3.5, Pg. 115B https://hmhco.box.com/s/



	H	I	J	K	
1			Reviewer Evaluation Scale: 5- Very Good 4- Good 3- Fair 2- Poor 1- Very Poor/No Alignment		
2					
3	Link to correction in materials				
4	backup of the call-out we are removing from the digital program immediately and from the print Teacher's Edition upon https://www.goe.org/77yx12gsc03cgv6akmt8iqh4351xhvr9				

	A	B	C	D	E
1	COURSE #1205020_HMH Florida's B.E.S.T. Intro Math Accelerated Grade 6				
2	<u>BID 465</u>				
3	Standard Below 3 (if applicable)	Special Topic Concern (if applicable)	Publisher Correction		
4	n/a	n/a	Overall HMH Response: These standards are also found in Grade 6 and 7 of HMH Florida's Best Into Math--both grades which were approved for the adoption list. This program contains the same content as Grade 6 and part of Grade 7. While Reviewer 2 scored the content a 5 and stated, "standard is covered completely; all properties are defined and practiced throughout the lesson." Reviewer 1, on the other hand, stated that Clarification 1 (Associative, Commutative, Distributive applied to generating equivalent algebraic expressions) is "not represented". HMH Response: In the lesson interleaf for Lesson 8.4 on page 261A, the Associative Property of Addition, Associative Property of Multiplication, Commutative Property of Addition, Commutative Property of Multiplication, and Distributive Property are all listed as review vocabulary. These properties are all defined, with examples, in a table on SE page 262. Additionally, tasks 2 and 3 on pages 262-263 of the SE require students to list the property used in each step of simplifying an expression. On Your Own problems 3, 6, 14, 15, and 19 on pages 264-265, More Practice/Homework problems 6 and 7 on page 267, and Florida Test Prep problem 10 require students to justify their work using properties.		Lesson 8.4, p.262 https://www.jmhco.com/FL_SE_M08_Numerical.c5cd-11ec-b2c9-4d07eb4
5	MA.6.AR.1.4 Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	n/a	Reviewer 1 stated that this standard was not represented because set notation was not used. HMH Response: Set notation is not a requirement of the benchmark, shown in the example, or mentioned in the clarification. Integers are used in the language of the benchmark. Equations - On page 284, Task 4 parts E and F use substitution for a single value. Check Understanding problems 2-4 on page 284 use substitution for a single value. On Your Own problems 10-15 on page 285 have students substitute multiple values. On Your Own problems 16-17 on page 286 have students substitute multiple values. More Practice/Homework problems 7-10 on page 287 have students substitute for a single value. Page 285 problem 11 is the only one involving rational numbers and not just integers. Lessons 9.2 and 9.3 have students use what they learned in lesson 9.1 to check their solutions to equations. Inequalities - Lesson 10.1 (pages 322-325 and 327) covers the benchmark for inequalities.		Lesson 8.4, pp. 283 https://www.jmhco.com/FL_SE_M08_Numerical.c5cd-11ec-b2c9-4d07eb4 Lessons 9.2-9.3, pp. 285-287 https://www.jmhco.com/FL_SE_M09_Solve.Prob.11ec-8e6f-ab8d0d29724 Lesson 10.1, pp. 322-327 https://www.jmhco.com/FL_SE_M10_Inequalities.41d7a4ec30a4
6	MA.6.AR.2.1 Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	n/a			

	F	G	H	I
1			Reviewer Evaluation Scale: 5- Very Good 4- Good 3- Fair 2- Poor 1 - Very Poor/No Alignment	
2				
3	Link to correction in materials			
4	n/a			
5	content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_and_Algebraic_Expressions.pdf?custom_correlation_id=c8f353be-0d587			
6	content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_and_Algebraic_Expressions.pdf?custom_correlation_id=c8f353be-0d587 p-304 content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_Plans_Using_Equations.pdf?custom_correlation_id=d78185db-c5cd-9-304 25, 327 content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_Plans.pdf?custom_correlation_id=ea1f73e6-c5cd-11ec-95a8-			

	A	B	C	D	E
7	<p>MA.6.AR.2.2 Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.</p>	n/a	<p>Reviewer 2 rated the content highly with a 5 and commented "I love how this standard is spread out through multiple lessons and various strategies are used." Reviewer 1, on the other hand, stated that bar diagrams are not used.</p> <p>HMH Response: Bar diagrams are not mentioned in the benchmark or clarifications. Manipulatives listed in the clarifications are used. Please see examples below.</p> <p>Algebra Tiles in Task 3 on page 283, On Your Own problems on page 286, More Practice/Homework problems on pages 287-288, Task 2 on page 291</p> <p>Balances in Tasks 1 and 2 on page 282, Task 1 on page 290, On Your Own on page 293-294, More Practice Homework page 295;</p> <p>Base-ten blocks in Spark Your Learning on page 289</p> <p>drawings - Spark Your Learning on page 281, Task 2 on page 291, More Practice/Homework page 295</p> <p>number lines - Spark Your Learning on page 289</p> <p>inverse operations - Used throughout lessons 9.2 (pages 289-295), 9.4 (pages 305-310), and 9.5 (pages 311-316)</p>	<p>Lesson 9.3 p. 297 bar Lesson 9.1 pp. 286, 287 Lesson 9.2 p. 292 balance</p>	<p>Lesson 9.3 p. 297 Bar Lesson 9.1 pp. 286, 287 Lesson 9.2 p. 292 balance</p>
8	<p>MA.6.AR.2.3 Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.</p>	n/a	<p>Reviewer 1 stated that bar diagrams are not used.</p> <p>HMH Response: Bar diagrams are not mentioned in the benchmark or clarifications. Manipulatives listed in the clarifications are used. A bar diagram is used in the Spark Your Learning solution on page 297. Please see examples below.</p> <p>Algebra Tiles in Task 3 on page 283, On Your Own problems on page 286, More Practice/Homework problems on pages 287-288; Task 1 on page 298</p> <p>Balances in Tasks 1 and 2 on page 282</p> <p>drawings - Spark Your Learning on page 281</p> <p>number lines - Students graph their solution on a number line in Task 4 and Check Understanding problems 1-2 on page 300, On Your Own problems on page 301, and More Practice/Homework problem on page 303</p> <p>inverse operations - Used throughout lessons 9.3 (pages 297-304), 9.4 (pages 305-310), and 9.5 (pages 311-316)</p>	<p>Reviewer 1 stated that terms and solutions are not limited to positive rational numbers.</p> <p>HMH Response: Integers are acceptable in MA.6.AR.2.2 and MA.6.AR.2.3, so they are included in our content for MA.6.AR.2.4 as well even though the negative integers are not positive rational numbers. Problem 21 on page 294 does have a solution that is a negative decimal, but that is the only one in the lessons correlated to benchmark MA.6.AR.2.4.</p> <p>There are problems with fractions and decimals within each lesson. The benchmark has no requirement about a balance of fractions and decimals.</p>	<p>Lesson 9.2-9.4, pp. 286-288 https://www.hmhco.com/FL_SE_M09_Solve_Problem_21 Lesson 9.2 p. 292 balance</p>
9	<p>MA.6.AR.2.4 Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.</p>	n/a	<p>Reviewer 1 stated that terms and solutions are not limited to positive rational numbers.</p> <p>HMH Response: Integers are acceptable in MA.6.AR.2.2 and MA.6.AR.2.3, so they are included in our content for MA.6.AR.2.4 as well even though the negative integers are not positive rational numbers. Problem 21 on page 294 does have a solution that is a negative decimal, but that is the only one in the lessons correlated to benchmark MA.6.AR.2.4.</p> <p>There are problems with fractions and decimals within each lesson. The benchmark has no requirement about a balance of fractions and decimals.</p>	<p>Lesson 9.2-9.4, pp. 286-288 https://www.hmhco.com/FL_SE_M09_Solve_Problem_21 Lesson 9.2 p. 292 balance</p>	<p>Lesson 9.2-9.4, pp. 286-288 https://www.hmhco.com/FL_SE_M09_Solve_Problem_21 Lesson 9.2 p. 292 balance</p>
10	<p>MA.6.AR.3.3 Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.</p>	n/a	<p>Reviewer 2 stated that "lessons could have more practice with creating tables."</p> <p>HMH Response: Students complete tables in Check Understanding problem 1 on page 362, four problems in On Your Own on pages 363-364, and three problems in More Practice/Homework on page 365.</p>	<p>Lesson 11.2, pp. 363-364 https://www.hmhco.com/FL_SE_M11_Ratio_and_Problem_1 Lesson 11.2, pp. 363-364 https://www.hmhco.com/FL_SE_M11_Ratio_and_Problem_1</p>	<p>Lesson 11.2, pp. 363-364 https://www.hmhco.com/FL_SE_M11_Ratio_and_Problem_1 Lesson 11.2, pp. 363-364 https://www.hmhco.com/FL_SE_M11_Ratio_and_Problem_1</p>
11	<p>MA.6.DP.1.2 Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.</p>	n/a	<p>Reviewer 1 stated that "range is missing."</p> <p>HMH Response: Range is covered in lesson 19.3 (pages 637-642)</p>	<p>Lesson 19.3, pp. 637-642 https://www.hmhco.com/FL_SE_M19_Variability Lesson 19.3, pp. 637-642 https://www.hmhco.com/FL_SE_M19_Variability</p>	<p>Lesson 19.3, pp. 637-642 https://www.hmhco.com/FL_SE_M19_Variability Lesson 19.3, pp. 637-642 https://www.hmhco.com/FL_SE_M19_Variability</p>

	A	B	C	D	E
12	<p>MA.6.DP.1.3 Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.</p> <p>MA.6.DP.1.4 Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.</p>	n/a	<p>Reviewer 1 stated that "instruction does not include vertical representation of box plot." Instruction includes horizontal representation of box plots.</p> <p>HMH Response: Vertical box plots are not mentioned anywhere in the benchmark, example, or clarification. We fully cover the benchmark and clarification in lessons 19.2 (pages 629-636) and 19.4 (pages 643-648).</p> <p>Reviewer 1 stated that "instruction limited to skewed description . . . and does not focus on describing data as Normal or Bimodal."</p> <p>HMH Response: Instruction does not focus on describing data as Normal or Bimodal. The benchmark does not mention Bimodal or Normal. The clarification (Appendix C) does not contain Bimodal or Normal in the glossary. We fully cover the benchmark in lessons 19.1 (pages 621-628) and 19.4 (pages 643-648).</p>	<p>Lesson 19.1, pp. 621-628 https://www.jmhco.com/FL_SE_M19_Variability111ec-9255-675fd21d9f1</p>	
13	<p>MA.6.NSO.1.3 Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.</p>	n/a	<p>Reviewer 2 stated that "lessons needs various number lines . . . and more practice with absolute value of rational numbers."</p> <p>HMH Response: Lesson 1.3 contains three horizontal number lines (pages 19, 20, and 21) and two vertical number lines (pages 20 and 22). Students explicitly find the absolute value of a number eight times in the tasks on pages 20 and 21 and eight practice problems on pages 22 and 23. Students must find absolute value in the process of solving other problems in the tasks and practice problems. The benchmark and clarifications are fully covered in lesson 1.3.</p>	<p>Lesson 1.3, pp.19-24 https://www.jmhco.com/FL_SE_M01_Rational_886f-039c40bar052</p>	
14	<p>MA.6.NSO.2.2 Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.</p>	n/a	<p>Reviewer 1 stated that "instruction was limited to multiplication, no division."</p> <p>HMH Response: Fraction multiplication is covered in Module 2, lessons 2.1-2.3. Fraction division is covered in Module 3, lessons 3.1-3.3. Lesson 3.4 allows students to practice a mixture of multiplication and division of fractions. Modules 2 and 3 fully cover the benchmark and clarification. (Screenshots of TOC for Modules 2 and 3 provided.)</p>	<p>Lessons 2.1-2.3, pp. 43-48 https://www.jmhco.com/FL_SE_M02_Fraction_9f3b4a237db7</p> <p>Lessons 3.1-3.4, pp.67-74 https://www.jmhco.com/FL_SE_M03_Fraction_33fe954f0ade</p>	
15	<p>MA.6.NSO.3.2 Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.</p>	n/a	<p>While Reviewer 2 rated us a 4 and he noted "benchmark is covered with GCF"; Reviewer 1 stated that the benchmark was not met, with no specific evidence.</p> <p>HMH Response: Lesson 1.4 Task 2 on page 26 covers GCF and reminds students of the Distributive Property. The end of Task 2 has students re-write $24 + 16$ as $8(3) + 8(2) = 8(3 + 2)$. This is also practiced in problems on pages 31-32. The benchmark and clarification are fully covered in lesson 1.4.</p>	<p>Lesson 1.4, p.25-32 https://www.jmhco.com/FL_SE_M01_Rational_886f-039c40bar052</p>	
16	<p>MA.7.AR.1.2 Determine whether two linear expressions are equivalent.</p>	n/a	<p>Reviewer 2 stated that lessons "need more practice with fraction coefficients".</p> <p>HMH Response: This benchmark is covered in Lessons 8.4 and 8.5. Most of the use of rational coefficients is used in Lesson 8.5, when students are more familiar and confident in working with linear expressions.</p> <p>Lesson 8.4: Rational coefficients are used in Task 2 on page 262 (1 fractional), Check Understanding problem 2 on page 263, On Your Own problems 12, 16, 24, and 28 on pages 264-266 (3 fractional), and More Practice/Homework problem 8 (fractional) on page 267.</p> <p>Lesson 8.5: Rational coefficients are used in Task 1 on page 269 (fractional), Task 2 on page 270, Check Understanding problem 4 (fractional) on page 271, On Your Own problems 5, 10, 13, 16, 17, 18, 19, 20, 23, 26, and 30 on pages 272-274 (7 fractional), More Practice/Homework problems 1, 6, and 8 on page 275 (2 fractional), and Florida Test Prep problems 12 and 13 on page 276 (1 fractional).</p>	<p>Lessons 8.4 and 8.5, pp. https://www.jmhco.com/FL_SE_M08_Numerical_c5cd-11ec-b269-4d076b4</p>	
17					

	A	B	C	D	E
18	<p>MA.7.DP.2.4</p> <p>Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.</p>	n/a	<p>Reviewer 1 states the "instruction partially meets benchmark", but does not provide evidence.</p> <p>HMH Response: This benchmark and the clarifications are fully covered in lesson 21.2. Benchmark: Lesson 21.2 Task 3 on page 702, On Your Own problems 4 and 11 on pages 703-704, More Practice/Homework problem 5 on page 705, and Florida Test Prep problem 9 on page 706 have students conduct an experiment and compare experimental and theoretical probabilities.</p> <p>Clarification 1: Fractions, decimals, and percentages are used throughout lesson 21.1, with several instances, like Task 2 Part E on page 701, where students must write there answer in all three forms.</p> <p>Clarification 2: Task 3 Part C page 702, On Your Own problem 4 page 703, and More Practice/Homework problem 5 on page 705</p> <p>Clarification 3: Coins, die (called a number cube), cards (non-standard deck page 703), marbles, and spinners are all used in lesson 21.2.</p>	<p>Lesson 21.2, pp. 699-706 https://www.jmhco.com/FL_SE_M21_Probability193f214c8caa</p>	
19	<p>MA.7.NSO.2.1</p> <p>Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.</p>	n/a	<p>Reviewer 1 states that "instruction does not include whole-number exponents."</p> <p>HMH Response: This benchmark and clarification are fully covered, not including exponents, in Lessons 6.4 and 6.6. Exponents are taught in Lesson 7.1. Whole-number exponents, in the context of using order of operations, appear in Lesson 8.1 on pages 239-244.</p>	<p>Lesson 6.4, pp.191-198 https://www.jmhco.com/FL_SE_M06_Fluency_W11ec-8810-c1b44a02086</p> <p>Lesson 7.1, pp. 217-222 https://www.jmhco.com/FL_SE_M07_Numerical2bb966416fd7</p> <p>Lesson 8.1, pp. 237-244 https://www.jmhco.com/FL_SE_M08_Numericalc5cd-11ec-b2c9-4d07eb4</p>	

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Friday, April 29, 2022 2:38 PM EDT
To: Duncan; Patricia
CC: Starling, Courtney; Harvey, Ashley; Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia
Subject: FW: McGraw Hill Appeal for Grade 1, 5, and 8
Attachment(s): "McGraw Hill Grade 5 Mathematics Appeal.xlsx", "McGraw Hill Grade 1 Mathematics Appeal.xlsx", "image001.png", "image002.png"

Hello again team,

Thank you for your hard work with getting these reviewed. Here are two from McGraw Hill that need standards review. Grade One has an additional special topic portion at the bottom that our team will look at.

Please let me know if you have any trouble accessing or have questions.

Thanks!
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
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Tallahassee, FL 32399-0400
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850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Harvey, Kim <Kim.Harvey@mheducation.com>
Sent: Friday, April 29, 2022 2:23 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>
Subject: McGraw Hill Appeal for Grade 1, 5, and 8

Good Afternoon,
Please find the attached appeal spreadsheets from McGraw Hill LLC for the following:

Bid ID	Course ID	Course	Title
410	5012030	Grade One Mathematics	Florida Reveal Math, Grade 1
414	5012070	Grade Five Mathematics	Florida Reveal Math, Grade 5
419	1205070	Grade Eight Mathematics: Pre-Algebra	Florida Reveal Math, Grade 8 Pre-Algebra

We appreciate the opportunity to submit our appeal. The appeal spreadsheet for Reveal Math Grade 4 Accelerated, which is separate from our K-5 series, will be submitted early next week.

Regards,
Kim



Kim Harvey
Sr. Director, RFP, Bids and Contracts
McGraw Hill | School
8787 Orion Place, Columbus, OH 43240
P: 614-430-4434 | C: 614-286-6626
kim.harvey@mheducation.com
mheducation.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Monday, April 25, 2022 9:29 AM

To: Harvey, Kim <Kim.Harvey@mheducation.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>

Cc: Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: RE: McGraw Hill - Initial appeal call

***** EXTERNAL EMAIL: If sender is unknown, use caution when opening. *****

Good morning everyone,

Thank you for speaking with us this morning.

Please see the attached appeal template. Please reach out if you have any questions or concerns along the way.

Thanks,

Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Hamilton, Lauren

The information contained in this message may be confidential and/or constitute a privileged attorney-client document. If the reader of this message is not the intended recipient, or an employee or agent responsible for delivering this message to the intended recipient, you are hereby notified that any dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please notify McGraw-Hill immediately by replying to the message and deleting it from your computer. Thank you.

	A	B	C
1	COURSE Grade 1 Mathematics		
2	BID 410		
3	Standard Below 3 (if applicable)	Special Topic Concern (if applicable)	Publisher Correction
4	MA.1.AR.1.1		Reviewer 1: "Rigor is not there for the BEST standards." Reviewer 2: "Provides suitable instruction to build understanding and allow student practice. Would like to have seen some problems begin with the sum."
5	MA.1.AR.2.1		Reviewer 1: "meets BEST standard" Reviewer 2: "The concept is taught mostly through fact family practice with little student practice for missing addends."
6			Lessons 5-6 and 5-7 focus on MA.1.AR.2.1 and Lesson 5-8 also uses addition to subtract.
7	MA.1.DP.1.1		For lessons that align to MA.1.DP.1.1, reviewers commented: "Not enough instruction — only 1 lesson on each."
8			Grade 1 features two lessons for MA.1.DP.1.1. Please see linked Student Edition and Teacher Edition pages for Lessons 13-1 and 13-2.
9	MA.1.DP.1.2		For lessons that align to MA.1.DP.1.2, reviewers commented: "Not enough instruction — only 1 lesson on each."
10			Grade 1 features two lessons for MA.1.DP.1.2. Please see linked Student Edition and Teacher Edition pages for Lessons 13-3 and 13-4.
11	MA.1.GR.1.4		There are several comments noting "not enough practice" for certain standards in Grade 1, including MA.1.GR.1.4.
12	MA.1.M.2.2		In all grades, Reveal Math offers additional practice in both print and digital formats outside of the core (print) student edition. Please see sample extra practice pages for Grade 1, Lesson 6-8. Reviewer 1: "Not many opportunities for practice" Reviewer 2: "Cursorry coverage of the benchmark"
13			McGraw Hill updated Lesson 12-8 to deepen coverage of the benchmark including finding the value of multiple pennies, nickels, and dimes - instruction connects skip counting by 5s or 10s to finding the value of a set of nickels or dimes - instruction allows students to determine efficient counting techniques when finding the value of multiple pennies (such as creating groups of 2, 5, or 10 and skip counting) - students use these counting technique to discover how many of each coin are needed to equal \$1 - instruction includes connecting student's previous experience with decomposing by place value to determine how many quarters are needed to equal \$1
14			In addition, McGraw Hill increased the number of practice exercises in the Student Edition. This lesson now includes identifying pennies, nickels, dimes, and quarters and stating the value of each of those coins; stating how many of each coin equals

	D	E	F	G
1				Reviewer Evaluation Scale: 5- Very Good 4- Good 3- Fair 2- Poor 1- Very Poor/No Alignment
2				
3	Link to correction in materials			
4	http://www.mheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-ar-1-1-florida-reveal-math-teacher-edition-g1-lesson-4-8.pdf			
5	http://www.mheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-ar-2-1-florida-reveal-math-student-edition-g1-lessons-5-6-5-7-5-8.pdf			
6	http://www.mheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-ar-2-1-florida-reveal-math-teacher-edition-g1-lessons-5-6-5-7-5-8.pdf			
7	http://www.mheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-dp-1-1-florida-reveal-math-student-edition-g1-lessons-1-3-1-and-1-3-2.pdf			
8	http://www.mheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-dp-1-1-florida-reveal-math-teacher-edition-g1-lessons-1-3-1-and-1-3-2.pdf			
9	http://www.mheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-dp-1-2-florida-reveal-math-student-edition-g1-lessons-1-3-3-and-1-3-4.pdf			
10	http://www.mheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-dp-1-2-florida-reveal-math-teacher-edition-g1-lessons-1-3-3-and-1-3-4.pdf			
11	http://www.mheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-gr-1-4-additional-practice/ma-1-gr-1-4-fl-1-06-08-additional-practice-book-identify-2-and-3-dimensional-figures-in-the-real-world.pdf			
12	http://www.mheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-m-2-2-ma-1-m-2-3/fl-rm-se-g1-1-2-108-443439-anno.pdf			
13				
14	http://www.mheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-m-2-2-ma-1-m-2-3/fl-rm-te-g1-1-2-108-443365.pdf			

	A	B	C
	MA.1.M.2.3		<p>Reviewer 1: "Not many opportunities for practice"</p> <p>Reviewer 2: "Basic coverage of the benchmark – does not include explicit connection to place value or skip counting"</p> <p>McGraw Hill updated Lesson 12-9 by removing finding the number of pennies, nickels, dimes, and quarters equal to \$1 (moved to Lesson 12-8) and adding additional instruction on finding the value of a collection of pennies, nickels, and/or dimes including strategies that use skip counting and place value.</p> <ul style="list-style-type: none"> - instruction includes relating skip counting to find the value of a collection of coins to addition strategies - instruction allows students to discover efficient counting techniques, such as counting by 10s for dimes first, then counting by 5s for nickels, and finally adding on the pennies - instruction includes connecting previous knowledge, such as 10 more/less than a given number and 1 more/less than a given number, to finding the value of a collection of coins
15			
16	MA.1.M.2.1		<p>Reviewer 1: "Not many opportunities for practice"</p> <p>Reviewer 2: "Missing the connection to semi circle"</p>
17			<p>Connection to the semi circle is found in Lesson 12-7, which includes instruction on connecting the half-hour to a semi-circle within the Math Is question in the Student Edition and in the Teacher Edition: Guided Exploration</p>
18		SEL	<p>Reviewer 1: "No SEL outside of subject area"</p> <p>Reviewer 2: "Pieces of the teaching edition include components of SEL."</p> <p>McGraw Hill removed all references to SEL from the product.</p> <p>McGraw Hill updated Lessons 3-6, 3-8, 4-5, 4-7, 4-11, 5-9, 6-8, 8-2, 8-5, 11-1, 11-2, 11-4, 12-7, 12-10, and 14-2 by revising the Math Is...Mindset sections and Math Mindset supports in the teaching edition to closer align to the Mathematical Thinking and Reasoning standards to "promote deeper learning and understanding of mathematics while cultivating a community of growth mindset learners and reflecting on the thinking of self and others." A sample of the edits is provided.</p>
19			

	D	E	F	G
	http://www.mheducation.com/unidades/school/explore/sites/florida/standards/grade-1/ma-1-m-2-2-ma-1-m-2-3/fl-fm-se-gl-u12-109-443439-anno.pdf			
15	http://www.mheducation.com/unidades/school/explore/sites/florida/standards/grade-1/ma-1-m-2-2-ma-1-m-2-3/fl-fm-te-gl-u12-109-4434365.pdf			
16	http://www.mheducation.com/unidades/school/explore/sites/florida/standards/grade-1/ma-1-m-2-1/fl-fm-se-gl-u12-107-443439-anno.pdf			
17	http://www.mheducation.com/unidades/school/explore/sites/florida/standards/grade-1/ma-1-m-2-1/fl-fm-te-gl-u12-107-4434365.pdf			
18	https://www.mheducation.com/unidades/school/explore/sites/florida/standards/grade-1/fl-fm-gl-math/index-updates.pdf			
19				

	A	B	C
1	COURSE Grade Five Mathematics		
2	BID 414		
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction
4		SEL	<p>Reviewer 1: "some SEL content and strategies incorporated." Reviewer 2: "Social Emotional Learning is solicited - found in the 'Math is...Mindset' sections found in every lesson.</p> <p>McGraw Hill has removed any references to SEL in the product.</p> <p>McGraw Hill updated Lessons 3-2, 4-3, 5-5, 6-2, 6-5, 7-8, 8-4, 8-5, 10-1, 10-5, 11-1, 12-7, and 14-2 by revising the Math Is...Mindset prompts and Math Mindset supports to align more closely to the Mathematical Thinking and Reasoning standards to "promote deeper learning and understanding of mathematics while cultivating a community of growth mindset learners and reflecting on the thinking of self and others." A sample of the edits is provided. In the Teacher Edition are reduced Student Edition pages to help teachers plan for instruction. These reduced Student Edition pages are referred to as "mini" by the development teams.</p>
5			
6			
7			

D	E	F	G
		Reviewer Evaluation Scale: 5- Very Good 4- Good 3- Fair 2- Poor 1- Very Poor/No Alignment	
1			
2			
3			
4			
5			
6			
7			

Link to correction in materials
<https://www.flheducation.com/units/school-explore/sites/florida/standards/grade-5/fl-rm-g5-mathmindset-updates.pdf>

From: Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>

Sent: Wednesday, January 19, 2022 11:17 AM EST

To: Duebel, John; Seeds, Cathy

Subject: FW: Question: 2022-2023 K-12 Social Studies Instructional Materials Specifications

Attachment(s):

"image001.png", "image003.png", "image004.png", "image005.png", "image006.png", "image007.png", "image008.png", "image002.png"

Hi Cathy and John,

Please see the questions from McGraw Hill below pertaining to the primary source correlation of the social studies specifications. Please let me know your responses to the questions or maybe we can discuss together.

Thanks!

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
DOE email signature

From: Tullos, Lisa <lisa.tullos@mheducation.com>

Sent: Wednesday, January 19, 2022 11:07 AM

To: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Subject: Question: 2022-2023 K-12 Social Studies Instructional Materials Specifications

Importance: High

Dear Florida Department of Education:

We are seeking additional clarification about requirements in the Florida Instructional Material Specifications for K-12 Social Studies. Our questions concern the requirements for primary sources in the instructional materials. We have looked at the guidance provided in the specifications, as well as the instructions in the primary source correlation spreadsheet, and as a result we have the following questions:

Regarding the Florida Instructional Materials Specifications for K-12 Social Studies Page 23: *Primary source documents that are referenced in the benchmarks and benchmark clarifications must be included and unedited. Please complete the Primary Sources Correlation.*

Question 1: What does "unedited" mean? Does it mean that we must include the entire primary source? Is it acceptable to use excerpts or portions of a primary source, or is using an excerpt considered to be "editing" the primary source? If we are allowed to use excerpts, what constitutes editing? For example, can we use ellipses? Can we insert bracketed clarifications for difficult vocabulary?

Question 2: Can the state provide a list of the items considered to be primary sources in the benchmarks? For example, the history benchmarks reference many treaties and legislative acts in American history, as well as many Supreme Court cases. Treaties, legislation, and supreme court case decisions could all be considered primary sources. Do we need to include the actual text of all of these items in the program? If not, can the department provide additional guidance on which items in the benchmarks are to be considered primary sources? If we do need to include all of these documents in the program, in relation to the previous question above, do we need to include the full text of each of these documents, or can we use excerpts of key portions of the documents?

Question 3: Benchmark SS.912.H.1.5, included in the high school US History program, includes clarifications referencing Victor Hugo's *Les Miserables*, Langston Hughes' poetry, and Pete Seeger's *Bring 'Em Home*. All of these could be considered primary sources. Is it expected that the text of works of literature referenced in the benchmarks have to be included in the program? We are concerned that intellectual property rights involved may restrict our ability to acquire these items, or to quote directly from them, and if we are required to include the entire unedited primary source, it is unlikely we will be able to obtain rights to the entire work cited.

Regarding the Florida Primary Source Correlation spreadsheet, here is the text of two columns on the spreadsheet followed by some questions:

Column 2: *If primary sources are used, please list each benchmark that included a primary source as part of the instructional material. Add a row for each benchmark so that benchmarks are listed individually.*

Column 3: *List every primary source document that aligns to this benchmark.*

Question 4: Our programs include many primary sources that are not listed in the benchmarks or the clarifications. Is the correlation spreadsheet asking that we list all primary sources in our program? Or, per the instructional material specifications, do we only list those primary sources that are specifically mentioned in the benchmarks and clarifications? If we are required to list all primary sources in the program, are we allowed to include primary sources in our program that are not directly aligned to a specific

benchmark, or should we limit the list to those primary sources that directly align to a benchmark?

Thank you for your assistance in clarifying the requirements,

--McGraw Hill



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From: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Sent: Friday, December 17, 2021 8:25 AM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Subject: 2022-2023 K-12 Social Studies Instructional Materials Specifications

***** EXTERNAL EMAIL: If sender is unknown, use caution when opening. *****

Good afternoon publishers,

We are excited to announce that the 2022-2023 K-12 Social Studies specifications have been posted to our website! They can be found here [Instructional Materials \(fldoe.org\)](http://InstructionalMaterials.fldoe.org) with the supporting documentation sub bulleted beneath. Please reach out if you have any questions regarding next year's adoption. We look forward to working with each of you.

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
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Tallahassee, FL 32399-0400
850-245-9115

[DOE email signature](#)



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From: Jones, Beverly <Bev.Jones@cengage.com>

Sent: Monday, May 16, 2022 4:10 PM EDT

To: Seeds; Cathy

Subject: FW: Question

Ms. Seeds

Please see below.

Thank you.

From: Jones, Beverly

Sent: Monday, May 16, 2022 4:09 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Subject: Question

Ms. Hamilton

I have a quick question. Is it possible to bid a title that we didn't list on our Intent to Bid?

I look forward to hearing from you.

Beverly M. Jones

Supervisor, Textbook Services & Adoptions

Cengage Learning

5191 Natorp Blvd., Mason, OH 45040

513-229-1532

[NGL.Cengage.com/catalogs](https://www.cengage.com/catalogs)

[NGL.Cengage.com/school](https://www.cengage.com/school)

From: Seeds, Cathy <Cathy.Seeds@fldoe.org>
Sent: Thursday, May 12, 2022 3:21 PM EDT
To: Baumbach, Amber; Harvey, Ashley
CC: Richmond; James
Subject: FW: Quick Call to Confirm Direction of Final Corrections
Attachment(s): "image001.png"

Cathy Seeds
Director, Library Media & Instructional Materials
Bureau of Standards & Instructional Support
Florida Department of Education

DOE Logo



From: Kinard, Erin <Erin.Kinard@hnhco.com>
Sent: Thursday, May 12, 2022 2:45 PM
To: Seeds, Cathy <Cathy.Seeds@fldoe.org>
Cc: Harris, Jennifer <Jennifer.Harris@hnhco.com>
Subject: Quick Call to Confirm Direction of Final Corrections

Hi Cathy,
Thanks for your time this afternoon and for your offer of availability. In discussing how to most efficiently get to approval on the 8 remaining standards across G1 and G5, we thought it could be helpful for 1-2 members of our editorial team to discuss directly with you and Ashley how we might approach the additional corrections before proceeding with the mark-up and sending that over. That way we can ensure we are heading in the right direction prior to marking up the changes and sending those back for official approval.

If that is possible we can be available anytime tomorrow morning that works on your end. If you could let us know by close of business today we would be able to get the meeting details scheduled.

Much appreciated,
Erin

Erin Kinard *(she/her)*
Senior VP, Product Management & Strategy
Core Solutions
Houghton Mifflin Harcourt | Round Rock, TX | (M) 512.915.3509

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Thursday, April 21, 2022 1:58 PM EDT
To: rachel.scanga@savvas.com <rachel.scanga@savvas.com>
CC: Seeds, Cathy; Baumbach, Amber; heather.boyd@savvas.com <heather.boyd@savvas.com>; andy.yoo@savvas.com <andy.yoo@savvas.com>; kevin.schutz@savvas.com <kevin.schutz@savvas.com>; patricia.cole@savvas.com <patricia.cole@savvas.com>
Subject: FW: Savvas Learning - FL 2021 Math Adoption - Appeal Process
Attachment(s): "Bid 390-Grade Seven.pdf", "Bid 407-Mathematics for Data and Financial Literacy.pdf", "Savvas-Appeal K-12 Mathematics.xlsx", "image001.png"

Good afternoon,

Thank you so much for your inquiry. Attached is our initial findings from the review process of both standards alignment (full evaluations for materials attached) and any special topics findings. Only materials and standards that were rated at a 3-Fair or below, are of interest for the purpose of non-adoption. All findings are attached to this email and we welcome further conversation regarding these findings and ensuring all your materials are appropriate for Florida classrooms.

Also, please advise if you believe you have proprietary materials of a nature that would prevent the department from disclosing them as public records. If so, please identify the grounds for that claim.

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Rachel Powers-Scanga <rachel.scanga@savvas.com>
Sent: Wednesday, April 20, 2022 2:10 PM
To: Chris Wawack <chris.wawack@savvas.com>
Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Richmond, James <James.Richmond@fldoe.org>; Heather Boyd <heather.boyd@savvas.com>; Ben Koth <ben.koth@savvas.com>; Andy Yoo <andy.yoo@savvas.com>; Kevin Schutz <kevin.schutz@savvas.com>; Patricia Cole <patricia.cole@savvas.com>
Subject: Re: Savvas Learning - FL 2021 Math Adoption - Appeal Process

Cathy, Lauren & James,

When you reach out to Savvas today to schedule time for feedback, can you contact me directly @ 813-838-4532? Patti, our listed contact is out of office today and we do not want to delay.

Thank you so much. We look forward to moving forward in this process.
Rachel Scanga
Director of Sales

On Mon, Apr 18, 2022 at 7:08 PM Chris Wawack <chris.wawack@savvas.com> wrote:

Hi Lauren, Cathy, and James:

For the Florida Math 2021 Adoption, we have received and reviewed the Adopted and Non-Adopted Lists that FLDOE posted recently to its website. We intend to submit an appeal for the following Savvas Learning submissions that were not adopted.

At this time, we would like to request any information you can share as to the reasons for the decision not to adopt our submissions, including any evaluation reports from reviewers. For our submissions that were not approved due to the "inclusion of special topics," can you please provide a definition or description of these "special topics" and a list of any objectionable content found in the submissions.

Savvas Learning Non-Adopted Math Instructional Materials

FL Bid ID#	Title	Edition	Copyright	Course ID	Course
380	enVision Florida B.E.S.T. Mathematics Grade K	1	2023	5012020	Grade Kindergarten Mathematics
381	enVision Florida B.E.S.T. Mathematics Grade 1	1	2023	5012030	Grade One Mathematics
382	enVision Florida B.E.S.T. Mathematics Grade 2	1	2023	5012040	Grade Two Mathematics
383	enVision Florida B.E.S.T. Mathematics Grade 3	1	2023	5012050	Grade Three Mathematics
384	enVision Florida B.E.S.T. Mathematics Grade 4	1	2023	5012060	Grade Four Mathematics
385	enVision Florida B.E.S.T. Mathematics Grade 5	1	2023	5012070	Grade Five Mathematics
390	enVision Florida B.E.S.T. Mathematics Grade 7	1	2023	1205040	Grade Seven Mathematics
395	Stats: Modeling the World	5	2019	1210300	Probability and Statistics Honors
397	Algebra and Trigonometry	7	2022	1200700	Mathematics for College Algebra
398	Stats In Your World	3	2020	1210305	Mathematics for College Statistics
400	Elementary Statistics: Picturing the World	7	2019	1210305	Mathematics for College Statistics
401	Thinking Mathematically	7	2019	1207350	Mathematics for College Liberal Arts
403	Precalculus: Enhanced with Graphing Utilities	8	2021	1202340	Precalculus Honors
404	Precalculus	7	2022	1202340	Precalculus Honors
407	Thinking Quantitatively: Communicating with Numbers	2	2020	1200387	Mathematics for Data and Financial Literacy

Thanks for all your help and guidance on this matter. If you need any more information from us or would like to discuss, please do not hesitate contacting me.

--

Chris Wawack

Manager, Adoption Contracts

Savvas Learning Company

Tel: (857) 353-5606

savvas.com | [@savvaslearning](https://twitter.com/savvaslearning)

Reviewer's Name: Vanessa Champion

Title: enVision Florida B.E.S.T. Mathematics Grade 7

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: Berry, et al

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: [Grade Seven Mathematics](#)

Bid ID: 390

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

4 - Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

Mostly aligned to the B.E.S.T Standards for seventh grade. Pages seem to be very busy and leave little room for student thinking. Also, while the instructions can help students who are struggling with independent work, they also limited student thinking and exploration of the topic by providing too much support. On digital versions, the writing was small and difficult to read on some pages and zoom did not work.

Standard	Description	Reviewer Rating	Rating Justification
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	4 - Good Alignment	Most use $ax + b$ or $b+ax$.
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	4 - Good Alignment	Students combine like terms, expand, and use the properties of operations to create and identify equivalent expressions.
MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.	4 - Good Alignment	Presents one and two step inequalities. They are represented algebraically and graphically. Required forms of inequalities are used.
MA.7.AR.2.2	Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.	4 - Good Alignment	Presents one and two step equations with real-world context. Required forms of equations are used.
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	4 - Good Alignment	Covers all percent examples defined in the clarifications. All presented in real world problems and are relatable to the audience.
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	4 - Good Alignment	real world problems involving proportional relationships are used- time and money, speed, and recipes
MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	2 - Poor Alignment	Concept related to proportional relationships -only lengths and weight,

			and mass are used. Area, volume and money are left out. A few pages address capacity which is not in the clarifications.
MA.7.AR.4.1	Determine whether two quantities have a proportional relationship by examining a table, graph or written description.	4 - Good Alignment	Problems include tables, graphs, and written descriptions. Constant of proportionality is the focus of instruction.
MA.7.AR.4.2	Determine the constant of proportionality within a mathematical or real-world context given a table, graph or written description of a proportional relationship.	4 - Good Alignment	Real world examples are used throughout different representations of proportional relationships.
MA.7.AR.4.3	Given a mathematical or real-world context, graph proportional relationships from a table, equation or a written description.	4 - Good Alignment	$y=px$ is used and tables, graphs and written descriptions are expected to be translated into an equation in this form.
MA.7.AR.4.4	Given any representation of a proportional relationship, translate the representation to a written description, table or equation.	4 - Good Alignment	Ample opportunities to explore and practice translating proportional representations into written descriptions, tables or equations. Converting units are embedded in this skill.
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	4 - Good Alignment	Real world problems are used to teach proportional relationships as well as converting units from customary to metric.
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize	4 - Good Alignment	Multiple representations of

	numerical data, represented numerically or graphically, taking into consideration the context and any outliers.		measures to allow students to determine the best measure of center or variation.
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.	4 - Good Alignment	histograms. line plots, box plots and stem and leaf plots are used. Students are asked to use the measures of center or variability to draw conclusions about populations. Measure of center are limited to mean and median. Measures of variability are limited to range and interquartile range.
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	4 - Good Alignment	Students are presented with real world problems where making predictions about populations is needed. High interest areas used (i.e. social media)
MA.7.DP.1.4	Use proportional reasoning to construct, display and interpret data in circle graphs.	4 - Good Alignment	Real world problems. No more than 6 categories are presented.
MA.7.DP.1.5	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.	4 - Good Alignment	All required representations of data are used in instruction.
MA.7.DP.2.1	Determine the sample space for a simple experiment.	4 - Good Alignment	Simple experiments include the use of fair die, coins, cards, marbles, and spinners

MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	4 - Good Alignment	Students are expected to determine the likelihood of an event and represent probability as a fraction, decimal, or fraction and are to use P(events) notation.
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	4 - Good Alignment	p(event) notation used-fractions, decimals, and percents are used to represent the probability. Students also explore fairness.
MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	3 - Fair Alignment	students represent probability using a fraction, decimal, and percent and compare the results of experimental probabilities to theoretical probabilities. Students explore fairness. Random variation is slightly addressed.
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	4 - Good Alignment	Connects the area of rhombi, parallelograms, and trapezoids to that of rectangles and squares.
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	3 - Fair Alignment	Students are expected to find the area of composite figures; however, few real work problems are presented.
MA.7.GR.1.3	Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the circumference	4 - Good Alignment	Students explore the proportional relationship between

	of a circle to solve mathematical and real-world problems.		circumference and diameter in the explore it. The remaining instruction focuses on solving using the formula. Few problems focus on real world problems.
MA.7.GR.1.4	Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems.	4 - Good Alignment	Students explore the connection between the area of rectangles and circles in the explore it activity. The remaining lessons focus on applying the formula to solve. Real world problems used.
MA.7.GR.1.5	Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors.	4 - Good Alignment	Instruction includes understanding that scale factor is the Constant of proportionality. Students are expected to find scale factor. Real world problems are used.
MA.7.GR.2.1	Given a mathematical or real-world context, find the surface area of a right circular cylinder using the figure's net.	4 - Good Alignment	Students are to find the area of right circular cylinders using nets and connect it to surface area.
MA.7.GR.2.2	Solve real-world problems involving surface area of right circular cylinders.	4 - Good Alignment	Real world problems are used.
MA.7.GR.2.3	Solve mathematical and real-world problems involving volume of right circular cylinders.	4 - Good Alignment	Formulas are provided. Problems with missing dimensions included. Real world problems included.

MA.7.NSO.1.1	Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.	4 - Good Alignment	Provides lots of opportunities to apply the laws of exponents
MA.7.NSO.1.2	Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems.	4 - Good Alignment	Has lots of real world examples and applications of terminating and repeating decimals.
MA.7.NSO.2.1	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.	3 - Fair Alignment	Limited to 6 or fewer steps-includes grouping symbols, whole number exponents, and absolute value
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	4 - Good Alignment	provides several opportunities to practice the four operations with integers.
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	4 - Good Alignment	Provides several real world problems with the four operations with integers-most with one operations and a few with two
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. 	3 - Fair Alignment	Three Act Math in the beginning of the unit could be used to engage students. Subsequent lessons limit Student discussions by giving examples on the student page. Format does not allow for daily authentic engagement of this MTR.

	<ul style="list-style-type: none"> • Help and support each other when attempting a new method or approach. 		
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 	3 - Fair Alignment	The book represents the problems in multiple ways but is limited to the examples given by the book and not authentic exploration of strategies using prior knowledge and investigation.
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 	4 - Good Alignment	Provides ample/excess problems for students to complete for the development of fluency.

<p>MA.K12.MTR.4.1</p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	<p>3 - Fair Alignment</p>	<p>Mostly in the explore it at the beginning of the chapter and a few questions throughout require students to engage in this behavior.</p>
<p>MA.K12.MTR.5.1</p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. 	<p>4 - Good Alignment</p>	<p>Students are asked to identify the structure and patterns of problems in tables and charts and throughout concepts (i.e., proportional relationships)</p>
<p>MA.K12.MTR.6.1</p>	<p>Assess the reasonableness of solutions.</p>	<p>3 - Fair Alignment</p>	<p>A few questions from each chapter address</p>

	<p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. 		<p>assessing the reasonableness of solutions, but it is not a part of a daily routine or practice.</p>
<p>MA.K12.MTR.7.1</p>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	<p>4 - Good Alignment</p>	<p>Real world problems are used throughout, but there are areas where they are lacking.</p>
<p>ELA.K12.EE.1.1</p>	<p>Cite evidence to explain and justify reasoning.</p>	<p>4 - Good Alignment</p>	<p>Students are expected to cite evidence in the Explore It activities and have a few questions in each chapter that requires students to justify using evidence.</p>
<p>ELA.K12.EE.2.1</p>	<p>Read and comprehend grade-level complex texts proficiently.</p>	<p>5 - Very Good Alignment</p>	<p>The material is heavy in grade level written mathematical instructions.</p>

ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Using patterns and structure to make inferences about concepts.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Explore It, and Three Act Math
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	Students are to follow the Do you Understand routine and the Practice and Problem solving routine.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Few open end questions force students to engage in this. Mostly accomplished by STEM projects.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Students communicate through speaking, writing and written examples
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	Students are engaged in discussions with groups of students a few times each chapter.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Aligns to standards and benchmarks of the grade level and follows clarifications mostly.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	Follows the clarifications of each benchmark.

3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Provides several problems for each benchmark that teachers may use flexibly for student instruction.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Book includes lots of written directions/instruction for topics to supplement teacher instruction.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Meets requirements described in clarifications. Pedagogically sound.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	Appropriate to the grade level.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	36 lessons-142 days of instruction (Max). Allows time for assessments and review and remediation.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	7 authors-5 professors, 1 STEM, 1 Howard public schools, math reviews-college professors, and 5 Florida reviewers-teachers and district leads. Specific sources are unclear but provided; however, the digital books do not allow them to be zoomed in and the text is blurry.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Program identifies which components were developed by whom and why.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No errors noticed.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	None observed.

12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	Appropriate methods for solving were present. Few opportunities for concrete representations in circular cylinders.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	None observed.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Updated to new content and include recent real world connections.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Real world connections are directly related to the content.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Heavy stem concentration. Focus on Florida relevant topics as well.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Mostly city topics. Would have liked to see more rural examples.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Heavy STEM connections. Reading/writing connections as well.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	All populations are represented.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	Few actual photos of people are included but picture them in positive ways.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Some standards are scarce on the real world problems and conversions do not exactly align but other benchmarks and content align.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	Materials present more than enough problems and resources to teach concepts. No additional resources needed.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	All component are consistent throughout and align.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Sequence of instruction was designed in a way that the major work of the grade level (proportional relationships) are taught all year and in all concepts.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	Pages include ample instructions that are easy to read. Visuals correlate and aid in the understanding of the content.
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Gives a minimum and maximum instructional time frame of 126-142 days of instruction which allows for flexibility and review and remediation if needed.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	3 - Fair Alignment	Digital and paper versions are available. Digital tools are available to highlight and mark text. I was not able to zoom/enlarge digital resources. Pages are filled with content and provide small spaces for students to show thinking.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Good alignment. Pages are a little busy and do not allow room for student thinking. Also, the inability to enlarge the digital resources along with the

		busy pages made it difficult to read content at times.
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Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Three Act Math, Student discussion questions, suggested reflections, instructions, and visuals as well as the real world connections and STEM projects help maintain motivation.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Content chunked appropriately and sequenced strategically to communicate major concepts of the grade.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Learning Targets in the form of "I can..." statements to inform students of their learning.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	Written directions, digital editing tools and QR codes support student thinking.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Written directions, verbal from teacher, QR codes for videos assistance
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	The written directions are great for students who are struggling, but disengage students in thinking critically about problem solving.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	pedagogically appropriate presentation of skills across the school year.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	Book used the targeted strategies for each benchmark.

9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	3 - Fair Alignment	Materials include targeted strategies but do not allow time for students to constructed their own meaning or make connections between them.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Limited use of current item types. (Not sure if this will matter for future testing.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	Provides pre-assessments, review, remediation, and final assessments.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	Most seem to be addressed except a functioning digital tool for zoom.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	3 - Fair Alignment	Provides a guide for the MTRs and the behaviors, but had difficulty determining how they were authentically infused in the instruction.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	Scope and sequence and strategies are appropriate.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	None observed.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	None observed.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	None observed.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	None observed.

Reviewer's Name: Joanna Pitts

Title: enVision Florida B.E.S.T. Mathematics Grade 7

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: Berry, et al

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: [Grade Seven Mathematics](#)

Bid ID: 390

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	3 - Fair Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	Strengths - Concept and Skills review at the end of the topic (could be used as a study tool before topic assessment), procedural fluency at the start of each topic, every lesson has opportunities for oral and written explanations (I like the questions that students have to answer before the Practice and Problem Solving to explain what they have learned). The barcodes within the lessons are great - especially if students (or parents) needed an explanation when at home. Weaknesses - I feel that there needs to be more examples that students work through with the

teacher before have problems to do on their own. Lessons don't seem very engaging to keep the attention of middle school students, although there are many opportunities to complete activities or "change" up the lessons (such as with videos, activities, etc.). More independent practice and problem solving in the lessons would be helpful. There are available worksheets, although it looks like most of them only have up to 5 problems for students to practice. (Teachers may have to pull a few extra problems for students to work on).

Standard	Description	Reviewer Rating	Rating Justification
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	4 - Good Alignment	Benchmark is covered well throughout lessons, steps are shown clearly.
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	4 - Good Alignment	Benchmark clarifications are addressed
MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.	3 - Fair Alignment	Benchmark is covered, more examples of solving different types of inequalities (relating them back to equations) are needed.
MA.7.AR.2.2	Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.	4 - Good Alignment	Splitting writing and solving equations into two lessons is a good idea
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	4 - Good Alignment	Real world problems are given to practice percent (also relatable, such as percent of phone battery).

MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	3 - Fair Alignment	Ratios are more tied to percent problems rather than proportion problems (although proportions are used to solve).
MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	4 - Good Alignment	Benchmark is covered well and is connected to previously learned skill.
MA.7.AR.4.1	Determine whether two quantities have a proportional relationship by examining a table, graph or written description.	4 - Good Alignment	All forms of proportional relationships are used (words, graph, table) and finding the rate or constant of proportionality.
MA.7.AR.4.2	Determine the constant of proportionality within a mathematical or real-world context given a table, graph or written description of a proportional relationship.	4 - Good Alignment	Proportions are represented in different ways; real world situations are given.
MA.7.AR.4.3	Given a mathematical or real-world context, graph proportional relationships from a table, equation or a written description.	4 - Good Alignment	Students are given practice problems represented in various ways.
MA.7.AR.4.4	Given any representation of a proportional relationship, translate the representation to a written description, table or equation.	3 - Fair Alignment	Benchmark is covered; it is dispersed throughout ratio and proportion lessons and connected to other ratio and proportion benchmarks.
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	4 - Good Alignment	Majority of problems given in the lessons are real world context and topics students can relate to.

MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	4 - Good Alignment	Benchmark clarifications are covered
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.	4 - Good Alignment	Examples explain measures really well for students to understand how to interpret data
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	4 - Good Alignment	Lesson covers steps well; gives students plenty of practice with real world problems
MA.7.DP.1.4	Use proportional reasoning to construct, display and interpret data in circle graphs.	4 - Good Alignment	Benchmark is covered
MA.7.DP.1.5	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.	4 - Good Alignment	Benchmark is covered.
MA.7.DP.2.1	Determine the sample space for a simple experiment.	4 - Good Alignment	Lesson uses various examples for finding sample space and outcome possibilities
MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	4 - Good Alignment	Various examples are given; probability is presented as a fraction, decimal, and percent
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	4 - Good Alignment	Lesson instruction follows benchmark clarifications
MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	4 - Good Alignment	Instruction does a good job of explaining how to compare experimental and theoretical probability.
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	3 - Fair Alignment	Formulas are derived from previously

			learned formulas; there could be some confusion with the trapezoid formula because it is derived from a parallelogram in one part of the lesson, but then decomposed into a rectangle and two triangles in another part of the lesson.
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	3 - Fair Alignment	I feel that the lesson needs to start off with less complex figures, then move into more complex as students feel comfortable.
MA.7.GR.1.3	Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the circumference of a circle to solve mathematical and real-world problems.	4 - Good Alignment	Students can derive formula from a hands on activity and apply the formula to problems.
MA.7.GR.1.4	Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems.	4 - Good Alignment	The lesson covers the benchmark, although I feel that the lesson has "too much" content and students could get overwhelmed. Tying circumference with area should be in a separate lesson.
MA.7.GR.1.5	Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors.	4 - Good Alignment	Benchmark clarifications are covered - skill is linked to constant of proportionality.
MA.7.GR.2.1	Given a mathematical or real-world context, find the surface area of a right circular cylinder using the figure's net.	4 - Good Alignment	Benchmark is covered well (one suggestion - I would redo the diagram on #13 for

			lesson 8-6. The rectangular section needs to be wider).
MA.7.GR.2.2	Solve real-world problems involving surface area of right circular cylinders.	3 - Fair Alignment	The examples given use real world problems; more practice problems involving real world scenarios should be added.
MA.7.GR.2.3	Solve mathematical and real-world problems involving volume of right circular cylinders.	4 - Good Alignment	Benchmark is covered; students are given mathematical and real world problems to solve.
MA.7.NSO.1.1	Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.	3 - Fair Alignment	Instruction focuses on building the laws; I feel that the laws should be spread out more. One law per lesson, using each law to connect to the next one.
MA.7.NSO.1.2	Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems.	4 - Good Alignment	Steps of converting between forms of rational numbers are explained well
MA.7.NSO.2.1	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.	3 - Fair Alignment	Lesson instruction and practice is covered well, although the skill needs to be extended a little further.
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	4 - Good Alignment	Multiple types of problems involving all four operations are given.
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	3 - Fair Alignment	More real world and relatable word problems need to be

			used to cover this benchmark to the fullest extent.
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 	4 - Good Alignment	Every lesson provides an opportunity for students to give an explanation of what they are learning; the activities allow them to become engaged with the topic.
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. 	4 - Good Alignment	Lessons open with various activities that students can connect to the topic skill.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency.	4 - Good Alignment	Students are provided with fluency checks

	<p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 		and practice throughout the lessons.
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	5 - Very Good Alignment	Every lesson has a "Thinking and Reasoning" question that allows students to communicate with others about their thinking; students are also encouraged to explain their understanding with the "Do You know" section in the lessons.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.	4 - Good Alignment	Plenty of opportunities are given for students to break apart a problem.

	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. 		
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. 	4 - Good Alignment	There are a lot of questions asking to check for reasonableness in every lesson.
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. 	3 - Fair Alignment	Majority of word problems presented should be relatable for students.

	<ul style="list-style-type: none"> • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Every lesson has questions that require students to explain or justify an answer.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Text is on grade level
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	There are questions throughout the lessons that allow students to make inferences about the skill before they learn through examples.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Students are encouraged to explain their reasoning either in written form or by discussing with a partner.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	Students are given examples to follow in order to work out problems appropriately; more guided examples could be beneficial.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	With questions encouraging students to justify answers, they are able to practice speaking and writing skills.

ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	ELL students are given opportunities to express ideas through visuals and illustrations within the material.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	3 - Fair Alignment	Opportunities to communicate learning are given throughout the lessons

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Lessons mostly align well with intended benchmarks.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	All content is on the appropriate level for the intended audience.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	Material can be easily used in the classroom, although some of the lesson may be overwhelming, but teachers can adjust the lessons easily as needed.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	I feel that the information and examples given provide enough support for students.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Complexity and difficulty are appropriate for grade level.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	Complexity and difficulty are appropriate for grade level.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	3 - Fair Alignment	Most of the lessons are spaced out enough to teach in a timely manner.

8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Extra resources provided match with the primary material.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Extra resources provide extra practice that support the primary material.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	No errors were found within the material.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	No bias or contradictions found in material.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	Content presented is accurate for what is being taught.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	No mistakes were found.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Content matches current benchmarks and teaching practices.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	Content is appropriate for what is being taught.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Content is presentable and appropriate for intended grade level.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	3 - Fair Alignment	There are a good amount of relatable situations presented in the content that students can understand.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	There is a lot of problems that are related to science that can help students make connections to other skills in different subjects.

19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	No biased or unfair information found.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	No inappropriate material found in the text.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Benchmarks are covered appropriately and completely.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	3 - Fair Alignment	There is a good amount of material for teachers to use, although I feel that there is a need for more extra practice for students outside of what is in the textbooks.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Leveled worksheets and activities align with the main teaching tool.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	Material seems to connect with from lesson to lesson; content is organized in a way that makes sense.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	3 - Fair Alignment	Some of the problems and activities presented are engaging, but I feel that the introduction to the lesson could be more visually engaging for students in order to help them stay focused on the material.
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	3 - Fair Alignment	There are some lessons that I saw that may be overwhelming to students (such as laws of exponents) because of the

		amount of information presented at one time.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	I like how each lesson has barcodes for students to scan (either by computer or phone) so that they can see the examples being worked out or get extra support.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	3 - Fair Alignment	Material is presented well, although I think that the information could be organized in a way that is not overwhelming to students.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	Illustrations and relatable problems given can motivate students, although some of the lessons have an overwhelming amount of information in one area.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Lessons teach key ideas one at a time.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Lessons contains "I Can" statements so students can make goals for learning
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	Questions presented in lessons encourage learners to have discussions and explain their thinking process
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Leveled suggestions are given in the teacher edition to support various learners
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	The visuals in the lessons can catch the attention of the learners, but I'm not sure how

		well they can maintain engagement (some of the material is visually overwhelming).
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	Videos that are embedded in the lessons and activities that are given between lessons help support the skills
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	Strategies used are appropriate for intended benchmark
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Benchmarks are taught thoroughly
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	The given test practice in each lesson is accurate for the strategies used in assessments
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	The problems and assessments given in the lesson assess the learning objectives effectively
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	Differentiated leveled instruction is provided, teacher edition lists suggestions for all learners. More support for advanced learners and ELL students are needed.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	The lessons do a really good job of encouraging learners to justify their answers and encourages discussion and participation in the lessons.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	The lessons are thorough and encourage learners to take part in what in they are learning by asking them to discuss and justify answers.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	4 - Good Alignment	Materials are in alignment
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Materials do not contain any of this
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	No evidence of CRT found
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	4 - Good Alignment	Materials do not solicit SEL

Reviewer's Name: Wendy Carden

Title: Thinking Quantitatively: Communicating with Numbers

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: Gaze

Copyright: 2020

Edition: 2

Grade Level: 9-12

Course: [Mathematics for Data and Financial Literacy](#)

Bid ID: 407

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

No

How would you rate the overall usability of the instructional material?

3 - Fair Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

There are several positives to this text. The concepts are continually reinforced, for example, vocabulary is highlighted and can be opened with a click. Also, examples are real-world oriented, realistic, and relevant. However, the text is too heavily focused on Excel. It would require teachers to prepare material to introduce and expand on the topics. Further, at the end of the course, students might be able to use Excel, but would probably not be able to perform calculations without it. Also, the page numbers

restart with each chapter. This makes it difficult to move fluidly through the text.

Standard	Description	Reviewer Rating	Rating Justification
MA.912.AR.1.1	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.	5 - Very Good Alignment	There are numerous examples that satisfy this benchmark from several topics.
MA.912.AR.1.2	Rearrange equations or formulas to isolate a quantity of interest.	2 - Poor Alignment	There are very few examples in which a specific variable is isolated.
MA.912.AR.2.5	Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context.	2 - Poor Alignment	There are numerous linear applications examples which include the graphs, x-intercept, and y-intercept. However, there is no inclusion of domain and range except for the definition in the function section. Also, there is little to no use of lines in standard or point-slope form.
MA.912.AR.5.7	Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context.	3 - Fair Alignment	There is a chapter on exponential functions which show the graph of applications of financial calculations. However, none of the characteristics are addressed.

MA.912.AR.9.10	Solve and graph mathematical and real-world problems that are modeled with piecewise functions. Interpret key features and determine constraints in terms of the context.	2 - Poor Alignment	There are a couple of piece-wise examples related to financial literacy. However, the calculations are based on using Excel, and not hand calculations. The characteristics of piece-wise functions is not addressed.
MA.912.AR.10.1	Given a mathematical or real-world context, write and solve problems involving arithmetic sequences.	1 - Very Poor/No Alignment	Arithmetic sequences are not explicitly addressed.
MA.912.AR.10.2	Given a mathematical or real-world context, write and solve problems involving geometric sequences.	1 - Very Poor/No Alignment	Geometric sequences are not explicitly addressed.
MA.912.DP.1.2	Interpret data distributions represented in various ways. State whether the data is univariate or bivariate and interpret the different components and quantities in the display.	5 - Very Good Alignment	All aspects of this benchmark are addressed.
MA.912.DP.2.4	Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.	5 - Very Good Alignment	There are numerous real-world models highlighting the slope and y-intercept.
MA.912.DP.3.1	Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.	3 - Fair Alignment	There are a few two-way frequency tables summarizing bivariate categorical data.
MA.912.DP.3.2	Given marginal and conditional relative frequencies, construct a two-way relative frequency table summarizing categorical bivariate data.	3 - Fair Alignment	There are a few relative frequency examples.
MA.912.DP.3.3	Given a two-way relative frequency table or segmented bar graph summarizing categorical bivariate data, interpret joint,	3 - Fair Alignment	False positive and false negatives are addressed. However, there are only a couple

	marginal and conditional relative frequencies in terms of a real-world context.		of applicable examples.
MA.912.DP.5.11	Evaluate reports based on data from diverse media, print and digital resources by interpreting graphs and tables; evaluating data-based arguments; determining whether a valid sampling method was used; or interpreting provided statistics.	3 - Fair Alignment	There are many diverse data sets graphically represented. However, there is no discussion of misleading graphs.
MA.912.F.1.2	Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.	4 - Good Alignment	There are many evaluation examples. However, there is not a lot of use of function notation.
MA.912.F.3.2	Given a mathematical or real-world context, combine two or more functions, limited to linear, quadratic, exponential and polynomial, using arithmetic operations. When appropriate, include domain restrictions for the new function.	1 - Very Poor/No Alignment	There are no examples of combining functions.
MA.912.FL.1.1	Extend previous knowledge of operations of fractions, percentages and decimals to solve real-world problems involving money and business.	3 - Fair Alignment	There are numerous uses of decimals, percentages, and fractions. However, the specific equations are not presented, only calculated in an Excel spreadsheet.
MA.912.FL.1.2	Extend previous knowledge of ratios and proportional relationships to solve real-world problems involving money and business.	5 - Very Good Alignment	Proportions and ratios are well examined through real world problems.
MA.912.FL.1.3	Solve real-world problems involving weighted averages using spreadsheets and other technology.	5 - Very Good Alignment	Weighted-averages is well covered.
MA.912.FL.2.1	Given assets and liabilities, calculate net worth using spreadsheets and other technology.	2 - Poor Alignment	There is an extensive discussion of liabilities and assets, there are no calculations of net worth.

MA.912.FL.2.2	Solve real-world problems involving profits, costs and revenues using spreadsheets and other technology.	2 - Poor Alignment	There are some examples of optimizing profit, but not calculating profit (max or min).
MA.912.FL.2.4	Given current exchange rates, convert between currencies. Solve real-world problems involving exchange rates.	4 - Good Alignment	There are a number of currency examples, but there is no mention of exchange rates.
MA.912.FL.2.5	Develop budgets that fit within various incomes using spreadsheets and other technology.	1 - Very Poor/No Alignment	There are calculations for components of a budget, but no complete budget outlines.
MA.912.FL.2.6	Given a real-world scenario, complete and calculate federal income tax using spreadsheets and other technology.	1 - Very Poor/No Alignment	There are no calculations of income tax.
MA.912.FL.3.1	Compare simple, compound and continuously compounded interest over time.	2 - Poor Alignment	There are numerous interest examples, but no comparisons.
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	Each of these interest calculations are well covered.
MA.912.FL.3.5	Compare the advantages and disadvantages of using cash versus personal financing options.	4 - Good Alignment	There is a discussion of cash and other types of investments, but not a clear comparison with personal and business impacts.
MA.912.FL.3.6	Calculate the finance charges and total amount due on a bill using various forms of credit using estimation, spreadsheets and other technology.	4 - Good Alignment	There are several examples comparing interest rates.
MA.912.FL.3.7	Compare the advantages and disadvantages of different types of student loans by manipulating a variety of variables and calculating the total cost using spreadsheets and other technology.	1 - Very Poor/No Alignment	There are no comparisons of student loan options.

MA.912.FL.3.8	Calculate using spreadsheets and other technology the total cost of purchasing consumer durables over time given different monthly payments, down payments, financing options and fees.	4 - Good Alignment	There are many comparison examples, but not any that include income tax.
MA.912.FL.3.9	Compare the advantages and disadvantages of different types of mortgage loans by manipulating a variety of variables and calculating fees and total cost using spreadsheets and other technology.	3 - Fair Alignment	There are numerous mortgage examples, but they are not as extensive as the benchmark.
MA.912.FL.3.10	Analyze credit scores qualitatively. Explain how short-term and long-term purchases, including deferred payments, may increase or decrease credit scores. Explain how credit scores influence buying power.	1 - Very Poor/No Alignment	There is no qualitative comparison of credit scores and their impact.
MA.912.FL.3.11	Given a real-world scenario, establish a plan to pay off debt.	1 - Very Poor/No Alignment	Paying off debt is not addressed.
MA.912.FL.4.1	Calculate and compare various options, deductibles and fees for various types of insurance policies using spreadsheets and other technology.	1 - Very Poor/No Alignment	Insurance comparisons does not exist.
MA.912.FL.4.3	Compare the advantages and disadvantages of various retirement savings plans using spreadsheets and other technology.	5 - Very Good Alignment	There are numerous retirement examples.
MA.912.FL.4.4	Collect, organize and interpret data to determine an effective retirement savings plan to meet personal financial goals using spreadsheets and other technology.	3 - Fair Alignment	Retirement plans are addressed however, there are not addressed from the perspective of a business. Also, student research is not addressed.
MA.912.FL.4.5	Compare different ways that portfolios can be diversified in investments.	5 - Very Good Alignment	Students are introduced to numerous investment/retirement options.

MA.912.FL.4.6	<p>Simulate the purchase of a stock portfolio with a set amount of money, and evaluate its worth over time considering gains, losses and selling, taking into account any associated fees.</p>	<p>1 - Very Poor/No Alignment</p>	<p>A stock purchase calculations is not presented.</p>
MA.912.NSO.1.1	<p>Extend previous understanding of the Laws of Exponents to include rational exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions involving rational exponents.</p>	<p>4 - Good Alignment</p>	<p>The laws of exponents is utilized in numerous examples. However, the basic laws are not presented.</p>
MA.912.NSO.1.2	<p>Generate equivalent algebraic expressions using the properties of exponents.</p>	<p>4 - Good Alignment</p>	<p>There are numerous examples of writing equivalent exponential equations.</p>
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. 	<p>1 - Very Poor/No Alignment</p>	<p>The text focuses on using Excel not really on fostering students' skills.</p>
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. 	<p>5 - Very Good Alignment</p>	<p>The text presents data and calculations in different ways.</p>

	<ul style="list-style-type: none"> • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 		
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 	5 - Very Good Alignment	Calculations are presented in several different ways. Efficiency is encouraged.
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. 	3 - Fair Alignment	The vocabulary is very well presented. Potential errors are not addressed.

	<ul style="list-style-type: none"> Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. 		
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. 	5 - Very Good Alignment	Previously covered topics are continuously reinforced.
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. 	3 - Fair Alignment	Estimation is not really addressed, but checking calculations throughout.

	<ul style="list-style-type: none"> Evaluate results based on the given context. 		
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency. 	4 - Good Alignment	Most all examples represent real world examples. However, redesigning models is not addressed.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Data and examples are all cited.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	3 - Fair Alignment	This is written on grade level, but the text can be confusing and difficult to follow.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Based on the section titles, example titles, and notations, inferences can be made.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	This text would encourage discussion.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	Quality work is encouraged through the use of Excel. However, hand calculations are not well presented.

ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Appropriate voice is used.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	The communications is sufficient.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	3 - Fair Alignment	Some benchmarks are well addressed while others are missing.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	The skill level is on task, but it is confusing in several places.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	2 - Poor Alignment	There are not sufficient hand-calculated problems. They are mainly Excel based.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3 - Fair Alignment	The majority of example represent real world scenarios, but many would required additional in-class discussion.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	The difficulty of problems are on-point.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	The examples are on grade level.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	3 - Fair Alignment	There would be significant need for additional explanation.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	There are many cited information from reliable sources.

9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	There are reliable resources.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	There were not any obvious errors.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	The information is seemingly unbiased.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	The material topics are present, but could be covered in more depth.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	The material is accurate.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	3 - Fair Alignment	Most of the data sets are current, but are old enough to be out of date soon.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	2 - Poor Alignment	Many of the notations do not correspond to the benchmarks.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	3 - Fair Alignment	It is too Excel focused.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Content is interesting to students.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	2 - Poor Alignment	There are few interdisciplinary connections made.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	There were no biased statements observed.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and	5 - Very Good Alignment	No inappropriate portrayals were made.

inhumane treatment. (An exception may be necessary for units covering animal welfare).		
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	It was too heavy with Excel.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	2 - Poor Alignment	There would need to be significant teacher prep.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	The text is very aligned to Excel.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	The material is well organized.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	Material is on grade level, but can be a little confusing.
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	The amount of material is appropriate.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	Material seem to follow UDL.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	The presentation of material is generally good.

Learning	Reviewer Rating	Rating Justification
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1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	The topics are engaging.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	For the required topics covered, the main ideas are well presented.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	The goals are clearly stated.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	1 - Very Poor/No Alignment	Students will become dependent upon Excel.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	1 - Very Poor/No Alignment	The text will be useful to those with the desire and ability to learn Excel, but few other options are presented.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Students will be mentally challenged.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	Materials offer many activities.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	2 - Poor Alignment	There are only a few strategies presented.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	3 - Fair Alignment	Needs additional manual reinforcement.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Example are appropriate.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	Assessments are sufficient.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	There are numerous learning methods presented.

13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	3 - Fair Alignment	The material is lacking in several key areas. For example, explanation of formulas and hand-calculations.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	3 - Fair Alignment	The text has several good points, however it is lacking in several key features and relies too heavily on Excel.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	There are no observed CRT references made.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	There are no observed CRT references made.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	There are no observed CRT references made.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	There are no observed CRT references made.

Reviewer's Name: Megan Hinson

Title: Thinking Quantitatively: Communicating with Numbers

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: Gaze

Copyright: 2020

Edition: 2

Grade Level: 9-12

Course: [Mathematics for Data and Financial Literacy](#)

Bid ID: 407

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	No
How would you rate the overall usability of the instructional material?	3 - Fair Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	What I was able to review, just the instructional materials, there is quite a bit missing. At times the priority seemed more about the use of excel instead of mastering standards/benchmarks. The instructional materials do not include instructional strategies to help guide teachers in presentation, it does not include questions that would help foster conversation that would help in the learning process, and it does not always cover the standard/benchmark. The content is simply presented, no additional practice or depth. The

MathLab resource may help but I think the curriculum needs more to really cover the benchmarks/standard to mastery.

Standard	Description	Reviewer Rating	Rating Justification
MA.912.AR.1.1	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.	4 - Good Alignment	Students are given opportunities in most chapters to identify and interpret parts of an expression/equation in terms of money/business.
MA.912.AR.1.2	Rearrange equations or formulas to isolate a quantity of interest.	4 - Good Alignment	Opportunities throughout to rearrange equations.
MA.912.AR.2.5	Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context.	3 - Fair Alignment	Students are not asked to graph.
MA.912.AR.5.7	Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context.	3 - Fair Alignment	Students are not asked to graph.
MA.912.AR.9.10	Solve and graph mathematical and real-world problems that are modeled with piecewise functions. Interpret key features and determine constraints in terms of the context.	3 - Fair Alignment	Students are not asked to graph.
MA.912.AR.10.1	Given a mathematical or real-world context, write and solve problems involving arithmetic sequences.	2 - Poor Alignment	Arithmetic sequences not explicitly taught.

MA.912.AR.10.2	Given a mathematical or real-world context, write and solve problems involving geometric sequences.	2 - Poor Alignment	Geometric sequences not explicitly taught.
MA.912.DP.1.2	Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display.	5 - Very Good Alignment	Opportunities in most chapters to work towards this benchmark with chapter 12 explicitly covering this benchmark.
MA.912.DP.2.4	Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.	4 - Good Alignment	Students are given examples but not asked to fit a linear function to data.
MA.912.DP.3.1	Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.	3 - Fair Alignment	Students learn about two way frequency tables but students are not asked to construct their own.
MA.912.DP.3.2	Given marginal and conditional relative frequencies, construct a two-way relative frequency table summarizing categorical bivariate data.	3 - Fair Alignment	Students learn about two way frequency tables but students are not asked to construct their own.
MA.912.DP.3.3	Given a two-way relative frequency table or segmented bar graph summarizing categorical bivariate data, interpret joint, marginal and conditional relative frequencies in terms of a real-world context.	4 - Good Alignment	Students not given segmented bar graphs to interpret.
MA.912.DP.5.11	Evaluate reports based on data from diverse media, print and digital resources by interpreting graphs and tables; evaluating data-based arguments; determining whether a valid sampling method was used; or interpreting provided statistics.	5 - Very Good Alignment	Lots of different real data reports for students to evaluate.
MA.912.F.1.2	Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.	5 - Very Good Alignment	Students given lots of different opportunities to evaluate real world

			functions given a domain input.
MA.912.F.3.2	Given a mathematical or real-world context, combine two or more functions, limited to linear, quadratic, exponential and polynomial, using arithmetic operations. When appropriate, include domain restrictions for the new function.	2 - Poor Alignment	Students are not being asked to combine functions.
MA.912.FL.1.1	Extend previous knowledge of operations of fractions, percentages and decimals to solve real-world problems involving money and business.	5 - Very Good Alignment	Students are given several opportunities to perform operations using fractions, decimals and percentages
MA.912.FL.1.2	Extend previous knowledge of ratios and proportional relationships to solve real-world problems involving money and business.	5 - Very Good Alignment	Students are given several opportunities to use ratios and proportions to solve real world problems involving money.
MA.912.FL.1.3	Solve real-world problems involving weighted averages using spreadsheets and other technology.	5 - Very Good Alignment	Benchmark is well covered.
MA.912.FL.2.1	Given assets and liabilities, calculate net worth using spreadsheets and other technology.	2 - Poor Alignment	Students are given opportunities to explore different types of savings/investments but are not taught to find net worth given assets and liabilities. Instead they simply learn about different assets and liabilities.
MA.912.FL.2.2	Solve real-world problems involving profits, costs and revenues using spreadsheets and other technology.	3 - Fair Alignment	Students taught about costs and profits but not revenues.
MA.912.FL.2.4	Given current exchange rates, convert between currencies. Solve real-world problems involving exchange rates.	3 - Fair Alignment	Students given a couple of examples, both using Euros.

MA.912.FL.2.5	Develop budgets that fit within various incomes using spreadsheets and other technology.	2 - Poor Alignment	The parts of the instructional materials listed have students exploring different parts of a budget (credit cards, loans, mortgages) but no mention of a budget.
MA.912.FL.2.6	Given a real-world scenario, complete and calculate federal income tax using spreadsheets and other technology.	1 - Very Poor/No Alignment	No mention of calculating federal income taxes.
MA.912.FL.3.1	Compare simple, compound and continuously compounded interest over time.	3 - Fair Alignment	Students are taught different types of interest but not specifically to compare.
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	Students are taught different types of interest.
MA.912.FL.3.5	Compare the advantages and disadvantages of using cash versus personal financing options.	4 - Good Alignment	Not specifically comparing but looking at the different options.
MA.912.FL.3.6	Calculate the finance charges and total amount due on a bill using various forms of credit using estimation, spreadsheets and other technology.	5 - Very Good Alignment	Students given opportunities to explore credit at different rates using technology.
MA.912.FL.3.7	Compare the advantages and disadvantages of different types of student loans by manipulating a variety of variables and calculating the total cost using spreadsheets and other technology.	2 - Poor Alignment	Students do not explore student loans.
MA.912.FL.3.8	Calculate using spreadsheets and other technology the total cost of purchasing consumer durables over time given different monthly payments, down payments, financing options and fees.	4 - Good Alignment	Students specifically use spreadsheets, not other technology.

MA.912.FL.3.9	Compare the advantages and disadvantages of different types of mortgage loans by manipulating a variety of variables and calculating fees and total cost using spreadsheets and other technology.	5 - Very Good Alignment	Students given opportunities to compare different types of mortgage loans.
MA.912.FL.3.10	Analyze credit scores qualitatively. Explain how short-term and long-term purchases, including deferred payments, may increase or decrease credit scores. Explain how credit scores influence buying power.	2 - Poor Alignment	Minimal mention of credit scores but no exploration of how credit scores affect credit opportunities.
MA.912.FL.3.11	Given a real-world scenario, establish a plan to pay off debt.	3 - Fair Alignment	Students look at payments and amortization for single debt. They are not establishing a plan to pay off debt.
MA.912.FL.4.1	Calculate and compare various options, deductibles and fees for various types of insurance policies using spreadsheets and other technology.	1 - Very Poor/No Alignment	No mention of different types of insurance.
MA.912.FL.4.3	Compare the advantages and disadvantages of various retirement savings plans using spreadsheets and other technology.	4 - Good Alignment	Students given opportunities to simulate retirement options. No comparing advantages or disadvantages.
MA.912.FL.4.4	Collect, organize and interpret data to determine an effective retirement savings plan to meet personal financial goals using spreadsheets and other technology.	5 - Very Good Alignment	Students given opportunities to simulate retirement options.
MA.912.FL.4.5	Compare different ways that portfolios can be diversified in investments.	4 - Good Alignment	Students explore different investments but are not really making comparisons.
MA.912.FL.4.6	Simulate the purchase of a stock portfolio with a set amount of money, and evaluate its worth over time considering gains, losses and selling, taking into account any associated fees.	5 - Very Good Alignment	Students explore different types of investments over time.

MA.912.NSO.1.1	<p>Extend previous understanding of the Laws of Exponents to include rational exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions involving rational exponents.</p>	<p>5 - Very Good Alignment</p>	<p>Students given opportunities to use properties of exponents to simplify expressions dealing with money.</p>
MA.912.NSO.1.2	<p>Generate equivalent algebraic expressions using the properties of exponents.</p>	<p>5 - Very Good Alignment</p>	<p>Students given opportunities to use properties of exponents to simplify expressions dealing with money.</p>
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. 	<p>4 - Good Alignment</p>	<p>Not explicit to have students work together.</p>
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. 	<p>5 - Very Good Alignment</p>	<p>Opportunities throughout curriculum.</p>

	<ul style="list-style-type: none"> • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 		
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 	5 - Very Good Alignment	Opportunities throughout curriculum.
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. 	3 - Fair Alignment	Not explicit but teachers could easily incorporate with the curriculum.

	<ul style="list-style-type: none"> Construct possible arguments based on evidence. 		
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. 	5 - Very Good Alignment	Opportunities throughout curriculum.
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. 	5 - Very Good Alignment	Opportunities throughout curriculum.

MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	<p>5 - Very Good Alignment</p>	<p>Opportunities throughout curriculum.</p>
ELA.K12.EE.1.1	<p>Cite evidence to explain and justify reasoning.</p>	<p>3 - Fair Alignment</p>	<p>Curriculum lends itself to citing evidence/justifying reasoning but not explicitly included.</p>
ELA.K12.EE.2.1	<p>Read and comprehend grade-level complex texts proficiently.</p>	<p>5 - Very Good Alignment</p>	<p>Curriculum requires reading and understanding real world financial situations.</p>
ELA.K12.EE.3.1	<p>Make inferences to support comprehension.</p>	<p>4 - Good Alignment</p>	<p>Opportunities throughout although not explicit.</p>
ELA.K12.EE.4.1	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>	<p>3 - Fair Alignment</p>	<p>Collaboration opportunities can be incorporated but curriculum does not explicitly pose questions or direct teacher to have students discuss or collaborate.</p>
ELA.K12.EE.5.1	<p>Use the accepted rules governing a specific format to create quality work.</p>	<p>5 - Very Good Alignment</p>	<p>Opportunities throughout.</p>

ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Opportunities throughout
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	No specific adjustments or strategies given for adapting curriculum for ELL students.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	The curriculum mostly aligns with the standards and benchmarks.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	3 - Fair Alignment	The curriculum mostly aligns with the standards and benchmarks.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	The materials are adaptable/useful for classroom instruction. I would like to see the MathLab resources to see if there is more practice/alignment..
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	The materials are adaptable/useful for classroom instruction. I would like to see the MathLab resources to see if there is more practice/alignment..
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	The level is sufficient.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	The level is sufficient.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	The time period is appropriate for the time period allowed for teaching.

8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	The sources cited reflect expert information for the subject. At times the focus seemed to be more on the use of excel then the content being covered.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	The sources cited reflect expert information for the subject. At times the focus seemed to be more on the use of excel then the content being covered.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	Content is presented accurately.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	Content is presented objectively.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	The content is representative of the discipline.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	The content is free of mistakes and inconsistencies.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	The content is up-to-date.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	3 - Fair Alignment	The content is presented almost fully to the appropriate/relevant context.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	The context is appropriate and relevant for the intended learner.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Content is meaningful.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	There are some interdisciplinary connections.

19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	Content represented fairly and unbiased.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	Content presented humanely and compassionately.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	The content of the benchmarks and standards for this course are mostly covered in the material.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	3 - Fair Alignment	The curriculum provided for review is a great start, I do not feel like it is comprehensive without seeing the MathLab resources too.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	3 - Fair Alignment	The curriculum provided for review is a great start, I do not feel like it is comprehensive without seeing the MathLab resources too.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Materials are well organized.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Readability of the materials is appropriate.
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Pace is appropriate.

6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	The tools are accessible and include assistive supports.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Overall the presentation meets some of the presentation requirements.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	2 - Poor Alignment	The materials do not really include features to maintain learner motivation.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Instructional materials teach a few important ideas, concepts, or themes.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	1 - Very Poor/No Alignment	Outcomes not included in the materials.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	1 - Very Poor/No Alignment	The material is simply presented, no guidance included to support students to become more independent learners/thinkers.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	1 - Very Poor/No Alignment	The material is simply presented, no guidance included to support students to become more independent learners/thinkers.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	2 - Poor Alignment	Mental activity and use of excel is included but physical activity not really included.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	2 - Poor Alignment	Material is presented, not much participation opportunities.

8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	1 - Very Poor/No Alignment	Instructional strategies not included.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	1 - Very Poor/No Alignment	Instructional strategies not included.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	1 - Very Poor/No Alignment	Assessment and practice opportunities not included in reviewable materials.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	1 - Very Poor/No Alignment	Assessment and practice opportunities not included in reviewable materials.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	1 - Very Poor/No Alignment	Material is simply presented, no incorporation of strategies, materials, activities.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	2 - Poor Alignment	ELA and MTRs could be adapted by the teacher but not explicitly included.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	2 - Poor Alignment	The submission simply presents the material, it does not give strategies or support learning needs of all students.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	CRT not part of materials.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	CRT not part of materials.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	CRT not part of materials.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	No SSEL included.

Reviewer's Name: Julie Leofanti

Title: Thinking Quantitatively: Communicating with Numbers

Publisher: Savvas Learning Company LLC, formerly known as Pearson K12 Learning LLC.

Author: Gaze

Copyright: 2020

Edition: 2

Grade Level: 9-12

Course: [Mathematics for Data and Financial Literacy](#)

Bid ID: 407

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	4 - Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	With the exception of a few standards not addressed in their entirety, I would recommend this instructional material for adoption as it meets the majority of BEST standards needs for this course.

Standard	Description	Reviewer Rating	Rating Justification
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MA.912.AR.1.1	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.	4 - Good Alignment	aligns appropriately
MA.912.AR.1.2	Rearrange equations or formulas to isolate a quantity of interest.	4 - Good Alignment	aligns appropriately
MA.912.AR.2.5	Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	aligns appropriately
MA.912.AR.5.7	Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	aligns appropriately
MA.912.AR.9.10	Solve and graph mathematical and real-world problems that are modeled with piecewise functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	aligns appropriately
MA.912.AR.10.1	Given a mathematical or real-world context, write and solve problems involving arithmetic sequences.	4 - Good Alignment	aligns appropriately
MA.912.AR.10.2	Given a mathematical or real-world context, write and solve problems involving geometric sequences.	4 - Good Alignment	aligns appropriately
MA.912.DP.1.2	Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display.	4 - Good Alignment	aligns appropriately
MA.912.DP.2.4	Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.	4 - Good Alignment	aligns appropriately

MA.912.DP.3.1	<p>Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.</p>	<p>2 - Poor Alignment</p>	<p>Includes interpretation of joint and marginal frequencies but needs the construction of the two-way frequency table to be addressed. It gives the table and has students interpret. (Includes creating relative frequency tables but not two-way frequency tables)</p>
MA.912.DP.3.2	<p>Given marginal and conditional relative frequencies, construct a two-way relative frequency table summarizing categorical bivariate data.</p>	<p>4 - Good Alignment</p>	<p>aligns appropriately</p>
MA.912.DP.3.3	<p>Given a two-way relative frequency table or segmented bar graph summarizing categorical bivariate data, interpret joint, marginal and conditional relative frequencies in terms of a real-world context.</p>	<p>3 - Fair Alignment</p>	<p>Ch 4 p24-27 and ch 11 p10-11 and 21-22 has some interpretation of relative frequencies, but mostly given two-way frequency tables instead of relative frequency tables. I did not see any segmented bar graphs on these pages to interpret.</p>
MA.912.DP.5.11	<p>Evaluate reports based on data from diverse media, print and digital resources by interpreting graphs and tables; evaluating data-based arguments; determining whether a valid sampling method was used; or interpreting provided statistics.</p>	<p>4 - Good Alignment</p>	<p>aligns appropriately</p>
MA.912.F.1.2	<p>Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.</p>	<p>4 - Good Alignment</p>	<p>aligns appropriately</p>
MA.912.F.3.2	<p>Given a mathematical or real-world context, combine two or more functions, limited to linear, quadratic, exponential and</p>	<p>4 - Good Alignment</p>	<p>aligns appropriately</p>

	polynomial, using arithmetic operations. When appropriate, include domain restrictions for the new function.		
MA.912.FL.1.1	Extend previous knowledge of operations of fractions, percentages and decimals to solve real-world problems involving money and business.	4 - Good Alignment	aligns appropriately
MA.912.FL.1.2	Extend previous knowledge of ratios and proportional relationships to solve real-world problems involving money and business.	4 - Good Alignment	aligns appropriately
MA.912.FL.1.3	Solve real-world problems involving weighted averages using spreadsheets and other technology.	4 - Good Alignment	aligns appropriately
MA.912.FL.2.1	Given assets and liabilities, calculate net worth using spreadsheets and other technology.	2 - Poor Alignment	No information about the term liabilities or net worth included in any of these pages. Includes assets and different types but does not mention the terms liabilities or net worth to make the connection.
MA.912.FL.2.2	Solve real-world problems involving profits, costs and revenues using spreadsheets and other technology.	4 - Good Alignment	aligns appropriately
MA.912.FL.2.4	Given current exchange rates, convert between currencies. Solve real-world problems involving exchange rates.	5 - Very Good Alignment	aligns appropriately
MA.912.FL.2.5	Develop budgets that fit within various incomes using spreadsheets and other technology.	4 - Good Alignment	aligns appropriately
MA.912.FL.2.6	Given a real-world scenario, complete and calculate federal income tax using spreadsheets and other technology.	1 - Very Poor/No Alignment	p 48 is the only page that mentions federal tax rates but I do not see where students are completing or calculating federal income tax using a

			spreadsheet (the stat crunch on this page is currently empty)
MA.912.FL.3.1	Compare simple, compound and continuously compounded interest over time.	4 - Good Alignment	aligns appropriately
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	4 - Good Alignment	aligns appropriately
MA.912.FL.3.5	Compare the advantages and disadvantages of using cash versus personal financing options.	4 - Good Alignment	aligns appropriately
MA.912.FL.3.6	Calculate the finance charges and total amount due on a bill using various forms of credit using estimation, spreadsheets and other technology.	4 - Good Alignment	aligns appropriately
MA.912.FL.3.7	Compare the advantages and disadvantages of different types of student loans by manipulating a variety of variables and calculating the total cost using spreadsheets and other technology.	2 - Poor Alignment	Ch 9 p 29-32 focuses on a mortgage and not student loans. Ch 2 p 42 mentions student loans and how much you should owe/when it may be paid off (but does not include different types of student loans and calculating the total cost).
MA.912.FL.3.8	Calculate using spreadsheets and other technology the total cost of purchasing consumer durables over time given different monthly payments, down payments, financing options and fees.	4 - Good Alignment	aligns appropriately
MA.912.FL.3.9	Compare the advantages and disadvantages of different types of mortgage loans by manipulating a variety of variables and calculating fees and total cost using spreadsheets and other technology.	4 - Good Alignment	aligns appropriately
MA.912.FL.3.10	Analyze credit scores qualitatively. Explain how short-term and long-term purchases,	4 - Good Alignment	aligns appropriately

	including deferred payments, may increase or decrease credit scores. Explain how credit scores influence buying power.		
MA.912.FL.3.11	Given a real-world scenario, establish a plan to pay off debt.	2 - Poor Alignment	Addresses percentages, APR, etc with loans. credit cards, etc. but does not explicitly address establishing a plan to pay off debt.
MA.912.FL.4.1	Calculate and compare various options, deductibles and fees for various types of insurance policies using spreadsheets and other technology.	1 - Very Poor/No Alignment	Does not address insurance policies
MA.912.FL.4.3	Compare the advantages and disadvantages of various retirement savings plans using spreadsheets and other technology.	4 - Good Alignment	aligns appropriately
MA.912.FL.4.4	Collect, organize and interpret data to determine an effective retirement savings plan to meet personal financial goals using spreadsheets and other technology.	4 - Good Alignment	aligns appropriately
MA.912.FL.4.5	Compare different ways that portfolios can be diversified in investments.	4 - Good Alignment	aligns appropriately
MA.912.FL.4.6	Simulate the purchase of a stock portfolio with a set amount of money, and evaluate its worth over time considering gains, losses and selling, taking into account any associated fees.	4 - Good Alignment	aligns appropriately
MA.912.NSO.1.1	Extend previous understanding of the Laws of Exponents to include rational exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions involving rational exponents.	4 - Good Alignment	aligns appropriately
MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	4 - Good Alignment	aligns appropriately
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others:	4 - Good Alignment	aligns appropriately

	<ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 		
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. 	4 - Good Alignment	aligns appropriately
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. 	4 - Good Alignment	aligns appropriately

	<ul style="list-style-type: none"> • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 		
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	4 - Good Alignment	aligns appropriately
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. 	4 - Good Alignment	aligns appropriately

	<ul style="list-style-type: none"> Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. 		
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. 	4 - Good Alignment	aligns appropriately
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency. 	5 - Very Good Alignment	aligns appropriately
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	aligns appropriately

ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	aligns appropriately
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	aligns appropriately
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	aligns appropriately
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	aligns appropriately
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	aligns appropriately
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	aligns appropriately

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Overall aligns appropriately (a few components missing or not explicit)
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	aligns appropriately
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	aligns appropriately
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	sufficient details provided
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	level is appropriate
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	level is appropriate

7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	level is appropriate
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	source is appropriate
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	contribution is appropriate
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	accurate
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	free of bias
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	aligns appropriately
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	accurate
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	aligns appropriately
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	aligns appropriately
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	aligns appropriately
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	connections appropriate
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	material is meaningful

19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	representation is fair
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	appropriate
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	overall, yes

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	aligns appropriately, overall
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	aligns appropriately, overall
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	logically organized
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	aligns appropriately
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	pacing is appropriate
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	aligns appropriately

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	aligns appropriately
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Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	aligns appropriately
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	aligns appropriately
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	aligns appropriately
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	support available in text and via interactive links
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	aligns appropriately
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	aligns appropriately
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	aligns appropriately
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	aligns appropriately
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	aligns appropriately
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	aligns appropriately
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in	4 - Good Alignment	aligns appropriately

assessing the learners' performance with regard to the targeted outcomes.		
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	aligns appropriately
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	These standards are addressed appropriately
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	aligns appropriately

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	4 - Good Alignment	aligns appropriately
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	aligns appropriately (no CRT observed)
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	aligns appropriately
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	4 - Good Alignment	aligns appropriately

1	A	B	C	D
2	Bid #	Course	Title	Special Topics (Y/N)
3	382	Mathematics-Grade Two	enVision Florida B.E.S.T. Mathematics Grade 2	Y(See below)
4	390	M/J Grade 7 Mathematics	enVision Florida B.E.S.T. Mathematics Grade 7	N
5	407	Mathematics for Data and Financial Literacy	Thinking Quantitatively: Communicating with Numbers	Y(See below)
6	397	Mathematics for College Algebra	Algebra and Trigonometry	Y(See below)
7	403	Pre-Calculus Honors	Precalculus: Enhanced with Graphing Utilities	Y(See below)
8	404	Pre-Calculus Honors	Precalculus	Y(See below)
9	398	Mathematics for College Statistics	Stats In Your World	Y(See below)
10	400	Mathematics for College Statistics	Elementary Statistics: Picturing the World	Y(See below)
11	395	Probability and Statistics Honors	Stats: Modeling the World	Y(See below)
12	401	Mathematics for College Liberal Arts	Thinking Mathematically	Y(See below)
13				
14			Bid 382 - Grade two	
15	Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	2 - Poor Alignment	Some lessons include growth mindset concepts, which are a component of SEL learning.	
16		Bid 407 - Mathematics for Data and Financial Literacy		
17	Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	2 - Poor Alignment	On page 8/43, the textbook asks about race and gun control, possibly violating the rule's prohibition on making race the most important factor in a societal consideration.	
18				
19				
20		Bid 397 - Mathematics for College Algebra		
21	Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	2	I found several places where CRT could be said to be present, albeit usually indirectly. (All page numbers are from the teacher version). On page 1, the books says that algebra is a language that describes the world and tells us about things including 'racial bias'. (It also says it will cover 'ethnic diversity in the US', which it uses in a practice problem on page 91, but the example seems relatively harmless). On page 51, the book defines polynomials by the example of an "implicit" racial bias test (called Project Implicit) by which "2 million people have tested their racial prejudice... most groups' average scores fall between 'slight' and 'moderate' bias, but the differences among age groups are intriguing." The exercise problem is on page 61. The numbers come from Project Implicit, a real-world organization whose mission is to educate people that people and institutions unconsciously have implicit racial prejudice. On pages 214-215, problem 103 graphs people who support laws against interracial marriage by decade. However, unrelated to the graphs, the problem goes out of its way to mention the Supreme Court decision on same-sex marriage, making an analogy that opposing the legalization of same-sex marriage is like the opposition to interracial marriage. In another odd example, on page 533 problem 51 asks students to graph "Percentage who don't approve of Marriage	

	E	F	G	H	I	J	K	L	M	N
1	Standards Score	Explanation	Emailed De	Evaluations	Appeal Filed	What Needs	Negotiation	Changes due	Content	Specialist Revi
2	4.5									
3	3.8									
4	3.5									
5	4.3									
6	4.9									
7	4.9									
8	4.6									
9	4.8									
10	4.5									
11	4.3									
12										
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17										
18										
19										
20										
21										

equity by generation along with teenage who won't by sum. write 1m not sure this specifically applies to critical race theory, because it involves LGBTQ military servicemembers. On page 281, exercises 27-28 ask students to

1. Pg. 933 uses late 1700s report to talk about population growth and food shortages. Subject is melancholy and based on something predicted in the 1700s.

Thomas Malthus on Population Growth

In the late 1700s, the British economist Thomas Malthus presented a report that criticized those who thought that life was going to continue to improve for humans. Malthus put his report together quickly and titled it *An Essay on the Principle of Population as it Affects the Poor*. Malthus argued that because the human population tends to increase geometrically (1, 2, 4, 16, and so on) and that food supplies will increase arithmetically (1, 2, 3, 4, and so on), populations will eventually outstrip the food supply. Malthus suggested that there are other checks on population growth (and he considered these natural and a good thing). Nonetheless, he was convinced that poverty is inevitable and will continue.

Malthus used historical data to suggest that population growth has been doubling every twenty-five years. He also stated that in the 18th Century, Malthus surmised that the youth of the country along with the vast amount of areas conducive to farming would lead to a birth rate that exceeded most countries in the world.

On the other hand, there are two "checks" that control the population growth. One is the natural check, which is that the population will increase the death rate. The second type are called positive checks—these are checks that increase the death rate. Positive checks include war, famine, and natural disasters. Malthus believed that fear of famine was a major reason the birth rate may decrease. After all, who would want to have a child knowing the child may suffer from hunger, or worse, starvation?

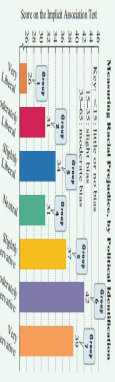


Preface – “Measuring racial prejudice by age (exercise set 2.1)”

New applications include student-loan debt (Exercise Set 1.2), movie rental options (Exercise Set 1.3), impediments to academic performance (Section 2.1), measuring racial prejudice, by age (Exercise Set 2.1),

Page R218, #103 & #104 measuring levels of racial prejudice by age and political identification. This chart shows that people are prejudiced if they are conservative.

104. The bar graph at the top of the next column shows the differences among political identification groups on the Implicit Association Test that measures levels of racial prejudice. Higher scores indicate stronger bias.



Application Exercises

104. The bar graph shows the differences among age groups on the Implicit Association Test that measures levels of racial prejudice. The data can be described by the following polynomial model of degree 3:

$$S = 0.2x^3 - 1.5x^2 + 3.4x + 28$$

In this polynomial model, S represents the score on the Implicit Association Test for age group x . Simplify the expression for the score on the Implicit Association Test for the group in the score displayed by the bar graph?

Shown in a rearranged coordinate system is the graph of the Implicit Association Test, by age group. Identify your solution from part (a) on a point on the graph.

Page 56. Measuring racial prejudice, by age. Emphasis that racism is embedded in American society dependent on age.

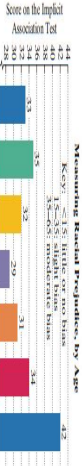
Application Exercises



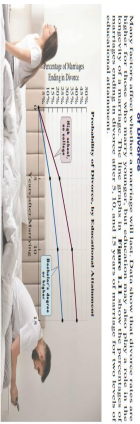
The bar graph shows the differences among age groups on the Implicit Association Test that measures levels of racial prejudice. The data can be described by the following polynomial model of degree 3:

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Shown in a rearranged coordinate system is the graph of the Implicit Association Test, by age group. Identify your solution from part (a) on a point on the graph.



A	B	C	D
<p>R210 States that most people have slight or moderate bias and this is dependent on age and political identification. Emphasis that racism is embedded in American society.</p>	<p style="text-align: center;">Adding and Subtracting Polynomials</p>  <p>What? Me? Racist? More than 2 million people have tested their racial prejudice using an online version of the Implicit Association Test. Most groups' average scores fall between "slight" and "moderate" bias, but the differences among groups, by age and by political identification, are intriguing.</p> <p>In this section's Exercise Set (Exercises 103 and 104), you will be working with models that measure bias:</p> $S = 0.3x^3 - 2.8x^2 + 6.7x + 30$ $S = -0.03x^3 + 0.2x^2 + 2.3x + 24.$		
<p>Pg. 48 again mentions the implicit association test and says, "most groups' average scores fall between slight and moderate bias. Emphasis that racism is embedded in American society."</p>	<p style="text-align: center;">How We Define Polynomials</p> <p>More than 2 million people have tested their racial prejudice using an online version of the Implicit Association Test. Most groups' average scores fall between "slight" and "moderate" bias, but the differences among age groups are intriguing.</p> <p>In this section's Exercise Set (Exercises 91 and 92), you will be working with a model that measures bias:</p> $S = 0.3x^3 - 2.8x^2 + 6.7x + 30.$ <p>In this model, S represents the score on the Implicit Association Test. (Higher scores indicate stronger bias.) The variable x represents age group.</p>  <p style="text-align: center;"><i>Old Dog ... New Chicks</i></p>		
<p>9. chapter 1 intro uses 2006 <i>An Inconvenient Truth</i> by Al Gore to push that humans cause global warming. Article is 15 yrs old and has been proven inaccurate</p>	<p>There is strong scientific consensus that human activities are changing the Earth's climate. Scientists now believe that there is a striking correlation between atmospheric carbon dioxide concentration and global temperature. As both of these variables increase at significant rates, there are warnings of a planetary emergency that threatens to condemn coming generations to a catastrophically diminished future.</p> <p>In this chapter, you'll learn to approach our climate crisis mathematically by creating formulas, called functions, that model data for average global temperature and carbon dioxide concentration over time. Understanding the concept of a function will give you a new perspective on many situations ranging from climate change to using mathematics in a way that is similar to making a movie.</p> <p><small>*Source: Al Gore, <i>An Inconvenient Truth</i>, Rodale, 2006; Time, April 3, 2006; <i>Falling Storm</i>, September 28, 2013</small></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Here's where you'll find these applications:</p> <p>A mathematical model involving global warming is developed in Example 9 in Section 1.4. Using mathematics in a way that is similar to making a movie is discussed in the Blitzzer Bonus on page 225.</p> </div>		
<p>Pg. 156 Talks about probability of divorce. Context not relevant or meaningful.</p>	<p style="text-align: center;">EXERCISES Modeling Atmospheric and Sea Level Temperature</p> <p>1. DATA The following table shows the average annual temperature in degrees Fahrenheit for the city of New York from 1950 to 2010. The data is modeled by the function $T(x) = 0.0001x^3 - 0.0012x^2 + 0.0023x + 54.5$, where $T(x)$ is the average annual temperature in degrees Fahrenheit and x is the number of years since 1950.</p> 		

A	B	C	D
<p>Pg. 160 Shows graph about HS seniors who do illegal activities. Context not age appropriate, relevant or meaningful to students.</p>	<p>Application Exercises The graphs show the percentage of high school seniors who had ever used alcohol or marijuana.</p> <p>Source: University of Michigan Institute for Social Research</p>		
<p>Page 337 Pushes vaccine as the only way to stop coronavirus from 2020. Content not relevant or meaningful to students as many have a religious or moral belief against vaccines.</p>	<p>In 2020, our lives were upended with a sense of uncertainty about the future. The coronavirus, the COVID-19 pandemic, has affected millions of Americans, resulting in the loss of lives and livelihoods. As of this writing, the pandemic is far from under control, with experts predicting that it will continue to spread. Figure 2.12 shows the number of new coronavirus cases in the United States for seven selected days in 2020.</p> <p>Figure 2.12 Source: Center for Disease Control</p>	<p>Alcohol and Marijuana Use by United States High School Seniors</p> <p>Percentage of High School Seniors</p> <p>Year</p> <p>Source: University of Michigan Institute for Social Research</p>	
<p>15. Pg. R435, ch. 6 intro mentions gender imbalance and sexual abstinence among young adults. Emphasis does not portray gender fairness, advocacy and is biased.</p>	<p>Number of New Coronavirus Cases in the U.S. in 2020</p> <p>Number of New Coronavirus Cases</p> <p>Date in 2020</p> <p>Source: Center for Disease Control</p>	<p>Alcohol and Marijuana Use by United States High School Seniors</p> <p>Percentage of High School Seniors</p> <p>Year</p> <p>Source: University of Michigan Institute for Social Research</p>	
<p>R1, Ch. 1 intro mentions college gender imbalance and gender divide in salaries for college graduates. Emphasis does not portray gender fairness, gender advocacy, and is biased.</p>	<p>Here's where you'll find these applications:</p> <ul style="list-style-type: none"> We revisit the issue of gender imbalance on college campuses in Example 4 of Secti The percentage of full-time college students with jobs is modeled in Exercises 95–91 The pay gap is modeled in the Blitzzer Bonus on pages R466–R467. A model related to marriage discrimination is developed in Exercises 59–60 of Exer Sexual abstinence among young people is the application for the model in Examp <p>Variables, Real Numbers, and Mathematical Models,</p> <p>What can algebra possibly tell me about</p> <ul style="list-style-type: none"> the rising cost of movie ticket prices over the years? how I can stretch or shrink my lifespan? the widening imbalance between numbers of women and men on college campuses? the widening imbalance between salaries of male and female college graduates? the widening imbalance between salaries of male and female college graduates? <p>In this chapter, you will learn how the special language of algebra describes your world.</p>		

A	B	C	D
<p>R439 – Gender imbalance on US college campuses. Emphasis does not portray gender fairness, gender advocacy, and is biased.</p>	<p>Can you see that the percentage of degrees awarded to women is slowing down for the period shown? Based on the shape of the graph of $y = \sqrt{x}$, square roots can be used to model the data.</p> <p>EXAMPLE 4 A Matter of Degree: Modeling Gender Imbalance on U.S. College Campuses</p> <p>The mathematical model</p> $P = 2.2\sqrt{t} + 45$ <p>describes the percentage of bachelor's degrees, P, awarded to women in U.S. colleges 7 years after 1975. Use the formula to find the percentage to the nearest percent, of degrees awarded to women in 2015.</p>		
<p>R131 #71-72 emphasizing difference between male and female wages. Emphasis does not portray gender fairness, gender advocacy, and is biased.</p>			
<p>pg. 126 #66 Gender bias. Emphasis does not portray gender fairness, gender advocacy, and is biased.</p>			
<p>43 Do materials align to Rule GA-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?</p>	<p>Bid 398-Mathematics for College Statistics</p> <p>3 - Fair Alignment</p>	<p>Bid 398-Mathematics for College Statistics</p> <p>Ch. 1 pg 6 left margin on bottom; pg.32 #34; p. 352 Just Checking section - "gender identity" - occurs for other problems when referencing gender as a variable in the experiment; p. 354 - Just Checking - gender identity; p. 449 #1; p. 453 #40; p. 524 bottom of page; p. 547 race in two way table (note footnote and url offered); 549-551 commentary; p. 556 #5; p. 559 #29; p. 561 #40</p>	
<p>46 Do materials align to Rule GA-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?</p>	<p>Bid 400-Precalculus</p> <p>4- Good Alignment</p>	<p>Bid 400-Precalculus</p> <p>pg. 452 ("Internarrage")</p>	
<p>47</p>	<p>Bid 395-Probability and Statistics Honors</p>		
<p>48</p>	<p>Bid 395-Probability and Statistics Honors</p>		

	A	B	C	D														
49	Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	3 - Fair Alignment	Pages 35 (race and college plans), 668 (racial profiling in policing), A-34 (discrimination in magnet school admissions), and A-73 ("too many" white police in NYPD compared to racial makeup of the community) may violate the rule's prohibitions about racism being embedded in society and legal systems and/or that race is the most important factor in considering an aspect of society.															
50	Bid 401-Mathematics for College Liberal Arts																	
51	1. Preface — "Measuring racial prejudice by age (exercise set 2.1)"	New applications include student-loan debt (Exercise Set 1.2), movie rental options (Exercise Set 1.3), impediments to academic performance (Section 2.1), measuring racial prejudice, by age (Exercise Set 2.1),																
52	2. Page 62 — Bar graph shown with title, "Measuring Racial Prejudice, by Age Age 3. Pg. 182 #17, "It is not the case that the United States has eradicated poverty," or racism. The answer to this is "The United States has eradicated neither poverty nor racism." 4. Same as #1	<p><i>The bar graph shows the differences among age groups on the Implicit Association Test. The higher scores indicate stronger bias.</i></p> <table border="1"> <caption>Score on the Implicit Association Test</caption> <thead> <tr> <th>Age Range</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>18-24</td> <td>33</td> </tr> <tr> <td>25-34</td> <td>35</td> </tr> <tr> <td>35-44</td> <td>32</td> </tr> <tr> <td>45-54</td> <td>31</td> </tr> <tr> <td>55-64</td> <td>34</td> </tr> <tr> <td>65+</td> <td>42</td> </tr> </tbody> </table> <p>Source: The Race Implicit Association Test on the Project Implicit Demonstration Website</p>	Age Range	Score	18-24	33	25-34	35	35-44	32	45-54	31	55-64	34	65+	42	<p><i>In Exercises 11–26, use De Morgan's laws to write a statement that is equivalent to the given statement.</i></p> <p>17. It is not the case that the United States has eradicated poverty or racism.</p>	
Age Range	Score																	
18-24	33																	
25-34	35																	
35-44	32																	
45-54	31																	
55-64	34																	
65+	42																	
53																		
54																		

7. Page 828, section 12.6. Lesson talks about the relationship between education and prejudice. No source for the data, no explanation of type of prejudice.

Scatter Plots and Correlation
Is there a relationship between education and prejudice? With increased education, does a person's level of prejudice tend to decrease? Notice that we are interested in two quantities—years of education and level of prejudice. For each person in our sample, we will record the number of years of school completed and the score on a test measuring prejudice. Higher scores on this 1-to-10 test indicate greater prejudice. Using x to represent years of education and y to represent scores on a test measuring prejudice, **Table 12.17** shows these two quantities for a random sample of ten people.

TABLE 12.17 Recording Two Quantities in a Sample of Ten People

Respondent	A	B	C	D	E	F	G	H	I	J
Years of education (x)	12	5	14	13	8	10	16	11	12	4
Score on prejudice test (y)	1	7	2	3	5	4	1	2	3	10

8. pg. 198 AI Gore/Rush Limbaugh argument

This figure shows the relationship between the level of racial prejudice and the number of years of education completed for a random sample of ten people. Higher scores indicate stronger bias.

9. pg. 62 “Measuring Racial Prejudice, by Age.” Source is: Project Implicit Demonstration Website.

Measuring Racial Prejudice, by Age

Exercise 109–112 Use the information given by the graph at the top of the page to answer the questions. Use the appropriate notation to indicate that the set is the empty set.

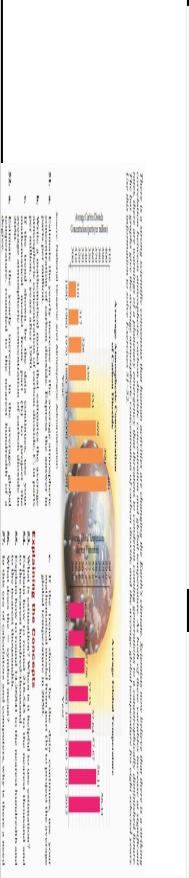
109. $\{x \mid x \text{ is a group whose score indicates slight bias}\}$

110. $\{x \mid x \text{ is a group whose score indicates moderate bias}\}$

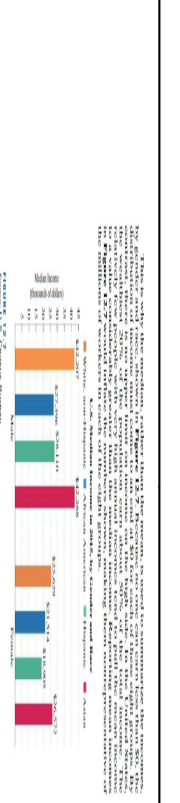
111. $\{x \mid x \text{ is a group whose score indicates strong bias}\}$

112. $\{x \mid x \text{ is a group whose score is at least 50 and at most 40}\}$

10. Ch.1 pg. 1 intro “The author is biased when it comes to global warming and climate crisis.” Pg. 28 #51-52



11. pg. 793 Chart displaying US median income by race and gender is from 2015 data

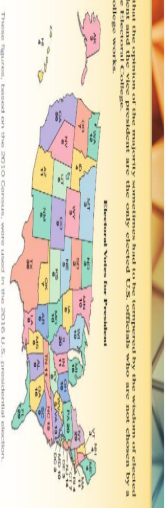


12. pg. 411 lesson talks about how modern emphasis on ideal body shape is “major cause of eating disorders among adolescent women” no factual data given.

TELEVISION, MOVIES, AND MAGAZINES PLACE GREAT EMPHASIS ON PHYSICAL BEAUTY. OUR CULTURE emphasizes physical appearance to such an extent that it is a central factor in the perception and judgment of others. The modern emphasis on thinness as the ideal body shape has been suggested as a major cause of eating disorders among adolescent women.

A	B	C	D
<p>13. pg. 879 Purpose of the Electoral College (author)'s opinion) is given without counter argument or historical facts.</p>	<p>13. pg. 879 Electoral College The purpose of the Electoral College is to elect the President and Vice President. The Electoral College is made up of 538 electors, who are chosen by the states and the District of Columbia. Each state has a certain number of electors, based on its number of representatives in Congress and its number of senators. The electors cast their votes for the President and Vice President, and the candidate with the most electoral votes wins the election.</p>	<p>13. pg. 879 Electoral College The purpose of the Electoral College is to elect the President and Vice President. The Electoral College is made up of 538 electors, who are chosen by the states and the District of Columbia. Each state has a certain number of electors, based on its number of representatives in Congress and its number of senators. The electors cast their votes for the President and Vice President, and the candidate with the most electoral votes wins the election.</p>	
<p>14. same as #7</p>	<p>14. same as #7</p>	<p>14. same as #7</p>	
<p>15. pg. 109 problem #49 Survey of college students determining behaviors re: alcohol, cigarettes and illegal drugs. "Context not relevant or meaningful to students."</p>	<p>15. pg. 109 problem #49 Survey of college students determining behaviors re: alcohol, cigarettes and illegal drugs. "Context not relevant or meaningful to students."</p>	<p>15. pg. 109 problem #49 Survey of college students determining behaviors re: alcohol, cigarettes and illegal drugs. "Context not relevant or meaningful to students."</p>	
<p>16. multiple mentions of marijuana. Pg. 835. "not age-appropriate."</p>	<p>16. multiple mentions of marijuana. Pg. 835. "not age-appropriate."</p>	<p>16. multiple mentions of marijuana. Pg. 835. "not age-appropriate."</p>	
<p>17. Ch. 3 pg. 198, #81 asks students to write valid arguments on questions. "Context not appropriate, relevant or meaningful to students"</p>	<p>17. Ch. 3 pg. 198, #81 asks students to write valid arguments on questions. "Context not appropriate, relevant or meaningful to students"</p>	<p>17. Ch. 3 pg. 198, #81 asks students to write valid arguments on questions. "Context not appropriate, relevant or meaningful to students"</p>	
<p>18. Pg. 714, #61 mentions jokes about marriage and divorce. Content may be sensitive and not age-appropriate.</p>	<p>18. Pg. 714, #61 mentions jokes about marriage and divorce. Content may be sensitive and not age-appropriate.</p>	<p>18. Pg. 714, #61 mentions jokes about marriage and divorce. Content may be sensitive and not age-appropriate.</p>	
<p>19. Pg. 799, #68 Question about mean or median for anti-propaganda</p>	<p>19. Pg. 799, #68 Question about mean or median for anti-propaganda</p>	<p>19. Pg. 799, #68 Question about mean or median for anti-propaganda</p>	

13. pg. 879
Electoral College
The purpose of the Electoral College is to elect the President and Vice President. The Electoral College is made up of 538 electors, who are chosen by the states and the District of Columbia. Each state has a certain number of electors, based on its number of representatives in Congress and its number of senators. The electors cast their votes for the President and Vice President, and the candidate with the most electoral votes wins the election.



14. same as #7

49. An anonymous survey of college students was taken to determine behaviors regarding alcohol, cigarettes, and illegal drugs. The results were as follows: 804 drank alcohol regularly and used illegal drugs, 119 smoked 424 drank alcohol regularly and smoked cigarettes, 114 drank alcohol regularly and used illegal drugs, 119 smoked behaviors, and 309 engaged in none of these behaviors. Source: Jamie Langille, University of Nevada Las Vegas

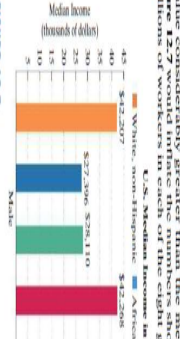
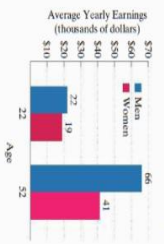
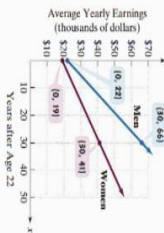
- How many students were surveyed?
- How many drank alcohol regularly or smoked cigarettes?
- How many used illegal drugs only?
- How many drank alcohol regularly and smoked cigarettes?
- How many drank alcohol regularly or used illegal drugs, but did not smoke cigarettes?
- How many engaged in exactly two of these behaviors?
- How many engaged in at least one of these behaviors?

81. Write a valid argument on one of the following questions. If you can, write valid arguments on both sides.

- Should the death penalty be abolished?
- Should Roe v. Wade be overturned?
- Are online classes a good idea?
- Should recreational marijuana be legalized?
- Should grades be abolished?
- Should the Electoral College be replaced with a popular vote?

68. The "average" ranking in the United States can be given by the mean or the median. Which is the better measure of central tendency? Why?

69. The "average" ranking in the United States can be given by the mean or the median. Which is the better measure of central tendency? Why?

	<p>20. pg. 329 Talks about white population decreasing. Context not relevant or meaningful.</p>		
69	<p>21. pg. 793 Chart shows wage gap between gender and race. Emphasis doesn't portray gender and ethnicity fairness and is biased.</p>	<p>EXAMPLE 4 <i>Having Sex Anticipates Resolutions for Men's Earnings in the Workplace</i> The chart shows the average annual income for men and women in the United States from 2007 to 2016. The chart shows that men's earnings are consistently higher than women's earnings, and the gap between them is widening over time. The chart also shows that the gap between men's and women's earnings is larger for men than for women.</p>  <p>FIGURE 12-7 Average Yearly Earnings by Gender and Age Source: Bureau of Economic Analysis, U.S. Department of Commerce, Bureau of Economic Analysis</p>	
70	<p>22. pg. 380, #72 question is about a male drafted by military with gender bias. Emphasis does not portray gender fairness, advocacy, and is biased.</p>	<p>72. It was wartime when the Ricardos found out Mrs. Ricardo was pregnant. Ricky Ricardo was drafted and made out a will, deciding that \$14,000 in a savings account was to be divided between his wife and his child-to-be. Rather strangely, and certainly with gender bias, Ricky stipulated that if the child were a boy, he would get twice the amount of the mother's portion. If it were a girl, the mother would get twice the amount the girl was to receive. We'll never know what Ricky was thinking of, for (as fate would have it) he did not return from the war. Mrs. Ricardo gave birth to twins—a boy and a girl. How was the money divided?</p>	
71	<p>23. pg. 437, questions regarding women losing \$435, 049 due to pay gap. Source is Time Magazine. Emphasis does not portray gender fairness, advocacy, and is biased.</p>	<p>The Pay Gap. How wide is the chasm between what men and women earn in the workplace? According to a 2015 analysis from the National Women's Law Center, women lose \$435,049 over the course of a career because of a career because of the pay gap. The bar graph shows the average earnings in the United States for men and women at ages 22 and 52.</p>  <p>Graphs of Models for the Data</p> 	
72	<p>24. Pg. 714, #61 mentions anti-semitic joke. Does not portray multicultural fairness and advocacy.</p>	<p>Same as #18</p>	
73			

From: Seeds, Cathy <Cathy.Seeds@fldoe.org>
Sent: Thursday, April 28, 2022 8:09 AM EDT
To: Baumbach, Amber; Hamilton, Lauren
Subject: FW: Savvas Learning Company Grade 7 appeal
Attachment(s): "FL Appeal letter Grade 7.pdf","Savvas Grade 7 - Publisher Appeal 4.26.22 (1).xlsx","image001.png"

Cathy Seeds
Director, Library Media & Instructional Materials
Bureau of Standards & Instructional Support
Florida Department of Education

DOE Logo



From: Rachel Powers-Scanga <rachel.scanga@savvas.com>
Sent: Wednesday, April 27, 2022 9:28 AM
To: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Richmond, James <James.Richmond@fldoe.org>; Andy Yoo <andy.yoo@savvas.com>; Kevin Schutz <kevin.schutz@savvas.com>; mdaughton@mmd-lawfirm.com; Heidi Bruhn <heidi.bruhn@savvas.com>; Heather Boyd <heather.boyd@savvas.com>; Ben Koth <ben.koth@savvas.com>; James Lippe <james.lippe@savvas.com>
Subject: Savvas Learning Company Grade 7 appeal

Please accept this correspondence and subsequent attachments as a response to and formal appeal of the instructional materials adoption recommendation for Savvas Learning Company.

We request a quick review of our appeal and immediate placement of our grade 7 FL enVision B.E.S.T. Mathematics on the state adopted instructional materials list.

Thank you,
Rachel



15 East Midland Avenue
Paramus, NJ 07652
Andy.yoo@savvas.com

April 27th, 2022

Florida Department of Education
Office of Instructional Materials
325 W. Gaines Street-Suite 432
Tallahassee, Florida 32399-0400

RE: FL Bid 390 enVision Florida B.E.S.T. Mathematics Grade 7 (Copyright 2023, the “Product”) submitted for the 2021-2022 Adoption Year: K-12 Mathematics (the “Bid”)

Dear Sir/Madam:

I am Senior Vice President and General Counsel of Savvas Learning Company LLC. In accordance with Rule 28-106.201 of the Florida Administrative Code, Savvas hereby formally requests an appeal of the results of the instructional materials adoption process for the above referenced Bid and the recent inclusion of the enVision Florida B.E.S.T. Mathematics Grade 7 Product on the 2021-2022 Not Recommended List on the FDOE instructional materials website page.

As requested, the attached materials contain a specific rebuttal of the findings from the FDOE that were sent to us on April 21st regarding the Grade 7 Product and its alleged non-conformity to Florida B.E.S.T. standards and/or the prohibition of special topics of concern. Savvas believes it has met all requirements of the Bid as per the attached rebuttal.

We specifically request that the Product be promptly placed on the approved Adoption List for the Bid based on the information we have provided. We would very much appreciate your expedited review of this appeal so that Savvas can serve Florida schools and students with these requested instructional materials. Please let us know any next steps to resolve this matter.

Sincerely,

A handwritten signature in black ink that reads "Young J. Yoo".

Young J. Yoo (“Andy”)
SVP, General Counsel
Savvas Learning Company LLC

	A	B
1		
2		
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)
4		
5	<p>MA.7.AR.1.2 Determine whether two linear expressions are equivalent</p> <p><u>Clarifications</u></p> <ul style="list-style-type: none"> Clarification 1: Instruction includes using properties of operations accurately and efficiently. Clarification 2: Instruction includes linear expressions in any form with rational coefficients. Clarification 3: Refer to Properties of Operations, Equality and Inequality (Appendix D). 	N/A
6		

COURSE Grade Seven Mathematics

BID 390

Publisher (Savvas) Comments

Publisher Summary:
enVision Florida B.E.S.T. Mathematics, Grade 7 was written specifically to align with Florida’s B.E.S.T. Standards for Mathematics, including the Mathematical Thinking and Reasoning (MTR) Standards. We believe that these materials fully address the required standards and benchmarks and meet all required specifications for adoption. Both of the state’s reviewers agreed, and recommended this product for adoption. However, the state has not recommended the product for adoption citing a state-specific standards score that did not meet the numerical threshold for adoption. In this response, we intend to show that several of the scores should be raised and that *enVision Florida B.E.S.T. Mathematics, Grade 7* should be approved for adoption.

Part 1 - Inconsistency of Reviews

We believe that the reviews for Grade 7 were inconsistent both with the overall review process and with other reviews. While most reviewers worked on a 5-point scale, the Grade 7 reviewers issued only three 5-point ratings (Very Good Alignment) for the Mathematical Thinking and Reasoning Standards and the ELA Standards, and zero 5-point ratings for any Mathematics Benchmarks, even when their comments are entirely positive and/or include no noted deficiencies. When compared to the reviews of other Savvas mathematics courses for Grades 6-8, there is an obvious anomaly. *All enVision Mathematics Florida B.E.S.T. courses* were created by the same team of authors, editors, and consultants, and follow the same pedagogy and lesson format.

Savvas Program	Number of 5-Point Ratings for Standards Benchmarks (by both reviewers)	Percentage of 5-Point Ratings for Standards Benchmarks
Grade 7	3	3%
Grade 6	93	85%
Grade 8 Pre-Algebra	85	77%
Accelerated Grade 6	107	75%
Accelerated Grade 7	141	99%

below.

Benchmark	Grade 7 Reviewer 1 (Champion)	Grade 7 Reviewer 2 (Pitts)	Grade 6 Accelerated Reviewer 1	Grade 6 Accelerated Reviewer 2
MA.7.AR.1.2 Determine whether two linear expressions are equivalent	4	4	5	5
Clarifications Clarification 1: Instruction includes using properties of operations accurately and efficiently. Clarification 2: Instruction includes linear expressions in any form with rational coefficients.	Students combine like terms, expand, and use the properties of operations to create and	Benchmark clarifications are addressed	Lessons highlighted here cover the benchmark and provide ample opportunity for students to	This standard is taught well

Very Good Alignment) while both Grade 6 Accelerated reviewers rated alignment of the

cedures and creates an enormous discrepancy with other reviews. In addition, the lack of meeting the required threshold of an average rating of 4 nearly impossible. Accelerated Grades, and yet, the Grade 7 ratings are consistently lower than those not warrant the discrepancy in ratings. Examples of these discrepancies are provided

	D	E	F	G	H	I	J	K
1							Reviewer Evaluation Scale: 5- Very Good 4- Good 3- Fair 2- Poor 1- Very Poor/No Alignment	
2								
3	Savvas Link to Evidence	Link to correction in materials						
4								
5								
6	N/A							

	A	B
7	<p>MA.7.AR.2.2 Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.</p> <p><u>Clarifications</u></p> <ul style="list-style-type: none"> Clarification 1: Instruction focuses the application of the properties of equality. Refer to Properties of Operations, Equality and Inequality (Appendix D). Clarification 2: Instruction includes equations in the forms $px \pm q = r$ and $p(x \pm q) = r$, where p, q and r are specific rational numbers. Clarification 3: Problems include linear equations where the variable may be on either side of the equal sign. 	N/A
8	<p>MA.7.AR.3.1 Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.</p> <p><u>Clarifications</u></p> <ul style="list-style-type: none"> Clarification 1: Instruction includes discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error. 	N/A
9		
10		

<p>Clarification 3: Refer to Properties of Operations, Equality and Inequality (Appendix D).</p>	<p>Identity equivalent expressions.</p>	<p>practice.</p>	<p>C</p>
<p>MA.7.AR.2.2 Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.</p> <p>Clarifications Clarification 1: Instruction focuses the application of the properties of equality. Refer to Properties of Operations, Equality and Inequality (Appendix D). Clarification 2: Instruction includes equations in the forms $px+q=r$ and $p(x+q)=r$, where p, q and r are specific rational numbers. Clarification 3: Problems include linear equations where the variable may be on either side of</p>	<p>4</p> <p>4</p> <p>5</p> <p>5</p> <p>Excellent alignment with the instructional models from the B1G-M.</p>	<p>Presents one and two step equations with real-world context. Required forms of equations are used.</p> <p>Splitting writing and solving equations into two lessons is a good idea</p> <p>Lessons highlighted align to benchmark. I liked how students were given ample opportunities to learn and practice using the properties of equality prior to being expected to solve equations.</p>	<p>on's review confirms that all requirements were met. Ms. Pitts' s review includes a positive note for not rating this benchmark coverage as 5 (Very Good Alignment) as the Accelerated</p>
<p>MA.7.AR.3.1 Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.</p> <p>Clarifications Clarification 1: Instruction includes discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error.</p>	<p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pitts) 4</p> <p>Grade 6 Accelerated Reviewer 1 5</p> <p>Grade 6 Accelerated Reviewer 2 5</p> <p>Covers all percent examples defined in the clarifications. All presented in real world problems and are relatable to the audience.</p> <p>Real world problems are given to practice percent (also relatable, such as percent of phone battery).</p> <p>Very good alignment. I really like how the distinction is made between a ratio and a fraction, even though they are both written in the same format.</p> <p>This standard is taught well</p>	<p>4</p> <p>4</p> <p>5</p> <p>5</p>	<p>' s review confirms that all requirements of the clarifications were met. Neither Grade 7</p> <p>ood Alignment) without any indication of why the content was not rated a 5 (Very Good between the scores in the Grade 7 review and other similar reviews (including the</p>
<p>Part 2 - Benchmark-Specific Responses In specific cases, we believe the reviewers also missed content or made some judgments in their ratings that were pedagogical or related to preference of implementation, rather than focused strictly on the question of whether the standard was effectively addressed in the course. Specific examples are provided below.</p>	<p>9</p> <p>10</p>	<p>9</p> <p>10</p>	<p>9</p> <p>10</p>

	D	E	F	G	H	I	J	K
7			N/A					
8			N/A					
9								
10								

	A	B
11	<p>MA.7.AR.2.1 Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.</p> <p><u>Benchmark Clarifications:</u></p> <ul style="list-style-type: none"> • Clarification 1: Instruction focuses on the properties of inequality. Refer to Properties of Operations, Equality and Inequality (Appendix D). • Clarification 2: Instruction includes inequalities in the forms $px > q$; $xp > q$; $x \pm p > q$ and $p \pm x > q$, where p and q are specific rational numbers and any inequality symbol can be represented. • Clarification 3: Problems include inequalities where the variable may be on either side of the inequality symbol. 	N/A
12	<p>MA.7.AR.3.2 Apply previous understanding of ratios to solve real-world problems involving proportions.</p> <p><u>Example:</u> Scott is mowing lawns to earn money to buy a new gaming system and knows he needs to mow 35 lawns to earn enough money. If he can mow 4 lawns in 3 hours and 45 minutes, how long will it take him to mow 35 lawns? Assume that he can mow each lawn in the same amount of time.</p> <p><u>Example:</u> Ashley normally runs 10-kilometer races which is about 6.2 miles. She wants to start training for a half-marathon which is 13.1 miles. How many kilometers will she run in the half-marathon? How does that compare to her normal 10K race distance?</p>	N/A

	(Champion)	(Pitts)	Reviewer 1	Reviewer 2
<p>MA.7.AR.2.1 Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.</p> <p>Benchmark Clarifications: Clarification 1: Instruction focuses on the properties of inequality. Refer to Properties of Operations, Equality and Inequality (Appendix D). Clarification 2: Instruction includes inequalities in the forms $px > q$, $x > p$; $x > q$ and $px > q$, where p and q are specific rational numbers and any inequality symbol can be represented. Clarification 3: Problems include inequalities where the variable may be on either side of the inequality symbol.</p>	<p>Presents one and two step inequalities. They are represented algebraically and graphically. Required forms of inequalities are used.</p>	<p>Benchmark is covered, more examples of solving different types of inequalities (relating them back to equations) are needed.</p>	<p>The highlighted lessons align to the benchmark.</p>	<p>This standard is taught well</p>

inequality symbol. Additional instruction and practice opportunities can be found in the Topic Review (pp. 289–290).

11 As Ms. Pitts commented, this benchmark is covered, and all examples of solving different types of inequalities required by the Benchmark Clarifications are included. Therefore, we request that the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).

<p>MA.7.AR.3.2 Apply previous understanding of ratios to solve real-world problems involving proportions.</p> <p>Example: Scott is mowing lawns to earn money to buy a new gaming system and knows he needs to mow 35 lawns to earn enough money. If he can mow 4 lawns in 3 hours and 45 minutes, how long will it take him to mow 35 lawns? Assume that he can mow each lawn in the same amount of time.</p> <p>Example: Ashley normally runs 10-kilometer races which is about 6.2 miles. She wants to start training for a half-marathon which is 13.1 miles. How many kilometers will she run in the half-marathon? How does that compare to her normal 10K race distance?</p>	4	3	3	5
	<p>real world problems involving proportional relationships are used-time and money, and recipes</p>	<p>Ratios are more tied to percent problems rather than proportion problems (although proportions are used to solve).</p>	<p>The highlighted lessons only expose students to using proportions to solve real-world problems involving percentages. I would think there should be questionings involving proportions that do not pertain to percentages.</p>	<p>This standard is taught very well</p>

-4, and 3-5. Two reviewers suggest that the course does not address non-percent problems (see link in Column D) in which students apply proportions to solve a wide variety of problems (see link in Column E).
 The score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).

	D	E	F	G	H	I	J	K
11			N/A					
12	Lesson 2-5 Apply Proportional Reasoning To Solve Problems	Topic Review	N/A					

	A	B
13	<p>MA.7.AR.3.3 Solve mathematical and real-world problems involving the conversion of units across different measurement systems.</p> <p>Clarification 1: Problem types are limited to length, area, weight, mass, volume and money.</p>	N/A
14	<p>MA.7.AR.4.4 Given any representation of a proportional relationship, translate the representation to a written description, table or equation.</p> <p>Example: The written description, there are 60 minutes in 1 hour, can be represented as the equation $m=60h$.</p> <p>Example: Gina works as a babysitter and earns \$9 per hour. She would like to earn \$100 to buy a new tennis racket. Gina wants to know how many hours she needs to work. She can use the equation $h=19e$, where e is the amount of money earned, h is the number of hours worked and 19 is the constant of proportionality.</p> <p>Benchmark Clarifications: Clarification 1: Given representations are limited to a written description, graph, table or equation. Clarification 2: Instruction includes equations of proportional relationships in the form of $y=px$, where p is the constant of proportionality.</p>	N/A

Benchmark	Grade 7 Reviewer 1 (Champion)	Grade 7 Reviewer 2 (Pitts)	Grade 7 Accelerated Review	Grade 7 Accelerated Review
<p>MA.7.AR.3.3 Solve mathematical and real-world problems involving the conversion of units across different measurement systems.</p> <p><u>Clarification 1:</u> Problem types are limited to length, area, weight, mass, volume and money.</p>	2	4	5	5
<p>Concept related to proportional relationships—only lengths and weight, and mass are used. Area, volume and money are left out. A few pages address capacity which is not in the clarifications.</p>	<p>Benchmark is covered well and is connected to previously learned skill.</p>	<p>Metric conversions</p>	<p>Really good discourse supports embedded in the TE.</p>	

13 request that the score of 2 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).

all comments are positive, including notes that this benchmark is “covered well” and notified in the clarification—area, volume, and money—are “left out;” however, all of these

is well as the very positive overall reviewer scores regarding alignment to the Benchmark, we

Benchmark	Grade 7 Reviewer 1 (Champion)	Grade 7 Reviewer 2 (Pitts)	Grade 7 Accelerated Review	Grade 7 Accelerated Review
<p>MA.7.AR.4.4 Given any representation of a proportional relationship, translate the representation to a written description, table or equation.</p> <p><u>Example:</u> The written description, there are 60 minutes in 1 hour, can be represented as the equation $m=60h$.</p> <p><u>Example:</u> Gina works as a babysitter and earns \$9 per hour. She would like to earn \$100 to buy a new tennis racket. Gina wants to know how many hours she needs to work. She can use the equation $h=19e$, where e is the amount of money earned, h is the number of hours worked and 19 is the constant of proportionality.</p> <p>Benchmark Clarifications:</p> <ul style="list-style-type: none"> Clarification 1: Given representations are limited to a written description, graph, table or equation. Clarification 2: Instruction 	4	3	5	5
<p>Ample opportunities to explore and practice translating proportional representations into written descriptions, tables or equations. Converting units are embedded in this skill.</p>	<p>Benchmark is covered: it is dispersed throughout ratio and proportion lessons and connected to other ratio and proportion benchmarks.</p>	<p>Translate proportional relationships</p>	<p>Good variety of examples matching B1G-M Instructional Strategies</p>	

14 reviewer comments, lack of any noted deficiencies, and the “ample opportunities to explore and request that the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good

	D	E	F	G	H	I	J	K
13	Lesson 2-4 (includes problems on area, volume, and money). See the Try It!, Example 3, and Item #11.		N/A					
14			N/A					

	A	B
15	<p>MA.7.DP.2.4 Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.</p> <p>Clarification 1: Instruction includes representing probability as a fraction, percentage or decimal.</p> <p>Clarification 2: Instruction includes recognizing that experimental probabilities may differ from theoretical probabilities due to random variation. As the number of repetition increases experimental probabilities will typically better approximate the theoretical probabilities.</p> <p>Clarification 3: Experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner.</p>	N/A
16	<p>MA.7.GR.1.1 Apply formulas to find the areas of trapezoids, parallelograms and rhombi.</p> <p>Clarification 1: Instruction focuses on the connection from the areas of trapezoids, parallelograms and rhombi to the areas of rectangles or triangles.</p> <p>Clarification 2: Within this benchmark, the expectation is not to memorize area formulas for trapezoids, parallelograms and rhombi.</p>	N/A

<p>includes equations of proportional relationships in the form of $y=px$, where p is the constant of proportionality.</p>			1	
<p>MA.7.DP.2.4 Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.</p> <p><u>Clarification 1:</u> Instruction includes representing probability as a fraction, percentage or decimal.</p> <p><u>Clarification 2:</u> Instruction includes recognizing that experimental probabilities may differ from theoretical probabilities due to random variation. As the number of repetition increases experimental probabilities will typically better approximate the theoretical probabilities.</p> <p><u>Clarification 3:</u> Experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner</p>	<p>3</p> <p>students represent probability using a fraction, decimal, and percent and compare the results of experimental probabilities to theoretical probabilities.</p>	<p>4</p> <p>Instruction does a good job of explaining how to compare experimental and theoretical probability.</p>	<p>5</p> <p>The highlighted lessons here do a great job with having students compare experimental probability with theoretical probability.</p>	<p>5</p> <p>This standard is taught well</p> <p>3. Pitts comments that the “instruction does a good job of explaining how to compare and “taught well.” Ms. Champion mentions that one aspect of one clarification (“random of Clarification 2. (See link in Column D/E) all aspects of the benchmark and its clarifications are addressed, we request that the score of 3 be</p>
<p>MA.7.GR.1.1 Apply formulas to find the areas of trapezoids, parallelograms and rhombi.</p> <p><u>Clarification 1:</u> Instruction focuses on the connection from the areas of trapezoids, parallelograms and rhombi to the areas of rectangles or triangles.</p> <p><u>Clarification 2:</u> Within this benchmark, the expectation is not to memorize area formulas for trapezoids, parallelograms and rhombi.</p>	<p>4</p> <p>Connects the area of rhombi, parallelograms, and trapezoids to that of rectangles and squares.</p>	<p>3</p> <p>Formulas are derived from previously learned formulas; there could be some confusion with the trapezoid formula because it is derived from a parallelogram in one part of the lesson, but then decomposed into a rectangle and two triangles in another part of</p>	<p>4</p> <p>The highlighted lessons align completely to the benchmark, however, I would have liked to see additional practice problems for this benchmark.</p>	<p>4</p> <p>This standard is taught well</p> <p>hat the content “aligns completely” and another adding that it is “taught well.” Ms. Pitts ea formulas, but this is, in fact, the point of Clarification 1. This connection to the areas of t enVision Florida B.E.S.T. Mathematics Grade 7 fully aligns to the expectations of this Alignment) or 5 (Very Good Alignment).</p>

	D	E	F	G	H	I	J	K
15	Example of Clarification 2 (see Example 2)		N/A					
16			N/A					

	A	B
17	<p>MA.7.GR.1.2 Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.</p> <p><u>Clarification 1:</u> Within this benchmark, the expectation is not to find areas of figures on the coordinate plane or to find missing dimensions.</p>	N/A
18	<p>MA.7.GR.2.2 Solve real-world problems involving surface area of right circular cylinders.</p> <p><u>Clarification 1:</u> Within this benchmark, the expectation is not to memorize the surface area formula for a right circular cylinder or to find radius as a missing dimension.</p> <p><u>Clarification 2:</u> Solutions may be represented in terms of pi (π) or approximately.</p>	N/A
19	<p>MA.7.NSO.1.1 Know and apply the Laws of Exponents to evaluate numerical expressions, and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.</p> <p><u>Clarification 1:</u> Instruction focuses on building the Laws of Exponents from specific examples. Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents.</p> <p><u>Clarification 2:</u> Problems in the form $a^m \cdot a^n = a^p$ must result in a whole-number value for p.</p>	N/A
20	<p>MA.7.NSO.2.1 Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.</p> <p><u>Clarification 1:</u> Multi-step expressions are limited to 6 or fewer steps.</p>	N/A

Benchmark	Reviewer 1 (Champion)	Reviewer 2 (Pitts)	Accelerated Review	Accelerated Review
MA.7.GR.1.2 Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	3	3	4	5
Clarification 1: Within this benchmark, the expectation is not to find areas of figures on the coordinate plane or to find missing dimensions.	Students are expected to find the area of composite figures; however, few real work problems are presented.	I feel that the lesson needs to start off with less complex figures, then move into more complex as students feel comfortable.	The large majority of problems included in this lesson are mathematical rather than real-world. I would have liked to see a more even balance of the two.	This standard is taught well

17 or 5 (Very Good Alignment).

Benchmark	Grade 7 Reviewer 1 (Champion)	Grade 7 Reviewer 2 (Pitts)	Grade 7 Accelerated Review	Grade 7 Accelerated Review
MA.7.GR.2.2 Solve real-world problems involving surface area of right circular cylinders.	4	3	5	5
Clarification 1: Within this benchmark, the expectation is not to memorize the surface area	Real world problems are used.	The examples given use real world problems; more practice	SA cylinders	Good problem set of real world

states that the examples given use real world problems, Ms. Champion agrees, and a Grade 7 applications.” Ms. Pitts expresses a desire “for more practice problems,” but this is a the full *enVision Florida B.E.S.T. Mathematics Grade 7* course provides numerous additional *enVision Florida B.E.S.T. Mathematics Grade 7* fully aligns to the expectations of this (ment) or 5 (Very Good Alignment).

Benchmark	Grade 7 Reviewer 1 (Champion)	Grade 7 Reviewer 2 (Pitts)	Grade 7 Accelerated Review	Grade 7 Accelerated Review
MA.7.NSO.1.1 Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.	4	3	5	5
Clarification 1: Instruction focuses on building the Laws of Exponents from specific examples. Refer to	Provides lots of opportunities to apply the laws of exponents	Instruction focuses on building the laws, I feel that the laws should be spread out	law of exponents	Good integration of error analysis into the lessons.

ent or coverage of this Benchmark. The content of *enVision B.E.S.T. Florida Mathematics* and therefore, we request that the score of 3 be reconsidered and improved to a 4 (Good

Benchmark	Grade 7 Reviewer 1 (Champion)	Grade 7 Reviewer 2 (Pitts)	Grade 6 Accelerated Review	Grade 6 Accelerated Review
MA.7.NSO.2.1 Solve mathematical problems using multi-step order of operations with	3	3	4	5

problems include grouping symbols, whole number exponents, and absolute value as required rifications. stify a rating of 3. Ms. Pitts expresses a preference for additional extension; these *Mathematics Grade 7* fully aligns to the expectations of this Benchmark and we request that

	D	E	F	G	H	I	J	K
17	Example of Real World Problem (see Example 2)	Examples of Real World Problems (see Items #10 and #12)	N/A					
18			N/A					
19			N/A					
20			N/A					

	A	B
	MA.7.NSO.2.3 Solve real-world problems involving any of the four operations with rational numbers.	N/A
21	Clarification 1: Instruction includes using one or more operations to solve problems. MA.K12.MTR.1.1 Actively participate in effortful learning both individually and collectively.	N/A
22	(continued)	
23		
24	MA.K12.MTR.2.1 Demonstrate understanding by representing problems in multiple ways.	N/A
25	MA.K12.MTR.4.1 Engage in discussions that reflect on the mathematical thinking of self and others.	N/A
26	MA.K12.MTR.6.1 Assess the reasonableness of solutions.	N/A
27	MA.K12.MTR.7.1 Apply mathematics to real-world contexts.	N/A
28		
29		
30		
31		
32		
33		
34		
35		
36		

21	rational numbers including grouping symbols, whole-number exponents and absolute value. Clarification 1: Multi-step expressions are limited to 6 or fewer steps.	Limited to 6 or fewer steps-includes grouping symbols, whole number exponents, and absolute value	Lesson instruction and practice is covered well, although the skill needs to be extended a little further.	Very limited practice with absolute value and whole number exponents.	I like how it is broken down into steps				
22	Every participant in individual and collective.	3	4	5	5	5	5	5	5
23	Math in the beginning of the unit could be used to engage students. Subsequent	Every lesson provides an opportunity for students to give an explanation of what they	Strong evidence of MTR.1.1 throughout material and also contains explicit	I like that it tells the student to persevere through material	topic activity promotes social interactions in an academic setting	Many opportunities to engage throughout all components of the lessons.			
24	Mathematical Thinking Reviewer 1	Grade 7 Reviewer 1 (Pitts)	Grade 7 Reviewer 2 (Pitts)	Grade 6 Accelerated Review	Grade 7 Accelerated Review	Grade 7 Accelerated Review			
25	Mathematical Thinking and Reasoning Standard (Champion)	3	5	5	3	5	5	5	5
26	MA.K12.MTR.4.1 Engage in discussions that reflect on the	3	5	5	3	5	5	5	5
27	MA.K12.MTR.6.1 Assess the	3	4	5	5	5	5	5	5
28	Mathematical Thinking and Reasoning Standard (Champion)	3	4	5	5	5	5	5	5
29	MA.K12.MTR.7.1 Apply mathematics to real-world contexts.	4	3	5	5	5	5	5	5
30	Real world problems are used throughout, but there are areas where they are lacking.	Majority of word problems presented should be reliable for students.	Strong evidence of MTR.7.1 throughout material and also contains explicit instruction on MTR.7.1 on page F31 in the SE	This standard is evident throughout the book	students activate prior knowledge to work out new material	Many opportunities to engage throughout all components of the lessons.			
31									
32									
33									
34									
35									
36									

several real-world problems and ample practice opportunities. (Links to examples for “more real-world and reliable word problems” does not describe a deficiency of signs to the expectations of this Benchmark and we request that the score of 3 be lowered note “strong evidence...throughout” and “many opportunities to engage:” with stating that they don’t allow “daily authentic engagement of this MTR.” However, every item. A collective, whole-class discussion follows. On a daily basis, teachers are provided robust *D/E for linked examples*)

ion for MTR.1.1. The mathematical thinking and reasoning and behaviors students are the Handbook is provided in the Teacher’s Edition and offers teaching suggestions and 1.1. Specific behaviors of students who are demonstrating proficiency with MTR.1.1 are also efficiency with MTR.1.1. (See *Columns D/E for linked examples*)

on for students to engage in and teachers to encourage and help to develop the behaviors or Alignment) or 5 (Very Good Alignment).

or students to engage in and teachers to encourage and help to develop the behaviors every lesson as noted by Ms. Pitts. Reviewers also note that students can provide reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).

or students to engage in and teachers to encourage and help to develop the behaviors and explain their understanding. Other reviewers note “strong evidence” and are linked in Columns D/E, but similar opportunities exist in every lesson in the

al discussions in the classroom. Considering the evidence presented and the high scores note “strong evidence...throughout,” “a lot of questions,” and “many entered more than 80 times in the student text, with additional opportunities provided to Columns D/E.

that the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5

. Pitts comments that the “majority of word problems presented should be reliable les and problems. A few linked examples are in Columns D/E.

that the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5

3.E.S.T. Standards for Mathematics, including the Mathematical Thinking and Reasoning adoption, the scores on many benchmarks are inexplicably low compared to those of rated 6 and Accelerated 7 reviewers. Those courses address the exact same benchmarks (ment) ratings issued by the Grade 7 reviewers did not include any negative comments evidence and additional reviewer support for raising these ratings. We respectfully *E.S.T. Mathematics, Grade 7* to the list of adopted programs. Savvas Learning Company schools with the highest quality materials that are fully aligned with Florida’s 3.E.S.T.



	D	E	F	G	H	I	J	K
21	Examples of Real World Problems (see Examples 1 and 2)	Examples of Real World Problems (see items #12, #13, and #14)	N/A					
22	Example of Exploratory Activity That Occurs in Every Lesson		N/A					
23	Math Thinking and Reasoning Handbook (Student)	Math Thinking and Reasoning Handbook (Teacher)	N/A					
24			N/A					
25	Lesson 2-1 Example (see Thinking and Reasoning, Convince Me!, Do You Understand?, Do You Know How?)		N/A					
26	Examples of Check for Reasonableness (see pages 11, 15, and 16)		N/A					
27	Examples of Real World Contexts	Examples of Real World Contexts	N/A					
28								
29								
30								
31								
32								
33								
34								
35								
36								

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Thursday, April 28, 2022 8:19 AM EDT
To: Duncan; Patricia
CC: Starling, Courtney; Harvey, Ashley; Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia
Subject: FW: Savvas Learning Company Grade 7 appeal
Attachment(s): "FL Appeal letter Grade 7.pdf", "Savvas Grade 7 - Publisher Appeal 4.26.22 (1).xlsx", "image001.png", "image002.png"

Hi ladies,

I have attached Savvas™ appeal response for Grade 7. Please take a look and provide feedback as necessary.

Thank you for all you do!
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Seeds, Cathy <Cathy.Seeds@fldoe.org>
Sent: Thursday, April 28, 2022 8:09 AM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Subject: FW: Savvas Learning Company Grade 7 appeal

Cathy Seeds
Director, Library Media & Instructional Materials
Bureau of Standards & Instructional Support
Florida Department of Education

DOE Logo

From: Rachel Powers-Scanga <rachel.scanga@savvas.com>
Sent: Wednesday, April 27, 2022 9:28 AM
To: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Richmond, James <James.Richmond@fldoe.org>; Andy Yoo <andy.yoo@savvas.com>; Kevin Schutz <kevin.schutz@savvas.com>; mdaughton@mmd-lawfirm.com; Heidi Bruhn <heidi.bruhn@savvas.com>; Heather Boyd <heather.boyd@savvas.com>; Ben Koth <ben.koth@savvas.com>; James Lippe <james.lippe@savvas.com>
Subject: Savvas Learning Company Grade 7 appeal

Please accept this correspondence and subsequent attachments as a response to and formal appeal of the instructional materials adoption recommendation for Savvas Learning Company.

We request a quick review of our appeal and immediate placement of our grade 7 FL enVision B.E.S.T. Mathematics on the state adopted instructional materials list.

Thank you,
Rachel



15 East Midland Avenue
Paramus, NJ 07652
Andy.yoo@savvas.com

April 27th, 2022

Florida Department of Education
Office of Instructional Materials
325 W. Gaines Street-Suite 432
Tallahassee, Florida 32399-0400

RE: FL Bid 390 enVision Florida B.E.S.T. Mathematics Grade 7 (Copyright 2023, the “Product”) submitted for the 2021-2022 Adoption Year: K-12 Mathematics (the “Bid”)

Dear Sir/Madam:

I am Senior Vice President and General Counsel of Savvas Learning Company LLC. In accordance with Rule 28-106.201 of the Florida Administrative Code, Savvas hereby formally requests an appeal of the results of the instructional materials adoption process for the above referenced Bid and the recent inclusion of the enVision Florida B.E.S.T. Mathematics Grade 7 Product on the 2021-2022 Not Recommended List on the FDOE instructional materials website page.

As requested, the attached materials contain a specific rebuttal of the findings from the FDOE that were sent to us on April 21st regarding the Grade 7 Product and its alleged non-conformity to Florida B.E.S.T. standards and/or the prohibition of special topics of concern. Savvas believes it has met all requirements of the Bid as per the attached rebuttal.

We specifically request that the Product be promptly placed on the approved Adoption List for the Bid based on the information we have provided. We would very much appreciate your expedited review of this appeal so that Savvas can serve Florida schools and students with these requested instructional materials. Please let us know any next steps to resolve this matter.

Sincerely,

A handwritten signature in cursive script that reads "Young J. Yoo".

Young J. Yoo (“Andy”)
SVP, General Counsel
Savvas Learning Company LLC

	A	B
1		
2		
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)
4		
5	<p>MA.7.AR.1.2 Determine whether two linear expressions are equivalent</p> <p><u>Clarifications</u></p> <ul style="list-style-type: none"> • Clarification 1: Instruction includes using properties of operations accurately and efficiently. • Clarification 2: Instruction includes linear expressions in any form with rational coefficients. • Clarification 3: Refer to Properties of Operations, Equality and Inequality (Appendix D). 	N/A
6		

COURSE Grade Seven Mathematics

BID 390

Publisher (Savvas) Comments

Publisher Summary:
enVision Florida B.E.S.T. Mathematics, Grade 7 was written specifically to align with Florida’s B.E.S.T. Standards for Mathematics, including the Mathematical Thinking and Reasoning (MTR) Standards. We believe that these materials fully address the required standards and benchmarks and meet all required specifications for adoption. Both of the state’s reviewers agreed, and recommended this product for adoption. However, the state has not recommended the product for adoption citing a state-specific standards score that did not meet the numerical threshold for adoption. In this response, we intend to show that several of the scores should be raised and that *enVision Florida B.E.S.T. Mathematics, Grade 7* should be approved for adoption.

Part 1 - Inconsistency of Reviews
 We believe that the reviews for Grade 7 were inconsistent both with the overall review process and with other reviews. While most reviewers worked on a 5-point scale, the Grade 7 reviewers issued only three 5-point ratings (Very Good Alignment) for the Mathematical Thinking and Reasoning Standards and the ELA Standards, and zero 5-point ratings for any Mathematics Benchmarks, even when their comments are entirely positive and/or include no noted deficiencies. When compared to the reviews of other Savvas mathematics courses for Grades 6-8, there is an obvious anomaly. *All enVision Mathematics Florida B.E.S.T.* courses were created by the same team of authors, editors, and consultants, and follow the same pedagogy and lesson format.

Savvas Program	Number of 5-Point Ratings for Standards Benchmarks (by both reviewers)	Percentage of 5-Point Ratings for Standards Benchmarks
Grade 7	3	3%
Grade 6	93	85%
Grade 8 Pre-Algebra	85	77%
Accelerated Grade 6	107	75%
Accelerated Grade 7	141	99%

below. Procedures and creates an enormous discrepancy with other reviews. In addition, the lack of meeting the required threshold of an average rating of 4 nearly impossible. Accelerated Grades, and yet, the Grade 7 ratings are consistently lower than those not warrant the discrepancy in ratings. Examples of these discrepancies are provided

Benchmark	Grade 7 Reviewer 1 (Champion)	Grade 7 Reviewer 2 (Pitts)	Grade 6 Accelerated Reviewer 1	Grade 6 Accelerated Reviewer 2
MA.7.AR.1.2 Determine whether two linear expressions are equivalent	4	4	5	5

Clarifications
Clarification 1: Instruction includes using properties of operations accurately and efficiently.
Clarification 2: Instruction includes linear expressions in any form with rational coefficients.

Students combine like terms, expand, and use the properties of operations to create and

Benchmark clarifications are addressed

Lessons highlighted here cover the benchmark and provide ample opportunity for students to

This standard is taught well

Very Good Alignment) while both Grade 6 Accelerated reviewers rated alignment of the

	D	E	F	G	H	I	J	K
1							Reviewer Evaluation Scale: 5- Very Good 4- Good 3- Fair 2- Poor 1- Very Poor/No Alignment	
2								
3	Savvas Link to Evidence	Link to correction in materials						
4								
5								
6	N/A							

	A	B
	<p>MA.7.AR.2.2 Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.</p> <p><u>Clarifications</u></p> <ul style="list-style-type: none"> Clarification 1: Instruction focuses the application of the properties of equality. Refer to Properties of Operations, Equality and Inequality (Appendix D). Clarification 2: Instruction includes equations in the forms $px \pm q = r$ and $p(x \pm q) = r$, where p, q and r are specific rational numbers. Clarification 3: Problems include linear equations where the variable may be on either side of the equal sign. 	N/A
7	<p>MA.7.AR.3.1 Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.</p> <p><u>Clarifications</u></p> <ul style="list-style-type: none"> Clarification 1: Instruction includes discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error. 	N/A
8		
9		
10		

<p><u>Clarification 3: Refer to Properties of Operations, Equality and Inequality (Appendix D).</u></p>	<p>Identity equivalent expressions.</p>	<p>practice.</p>	<p>C</p>
<p>MA.7.AR.2.2 Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.</p> <p><u>Clarifications</u> Clarification 1: Instruction focuses the application of the properties of equality. Refer to Properties of Operations, Equality and Inequality (Appendix D). Clarification 2: Instruction includes equations in the forms $px+q=r$ and $p(x+q)=r$, where p, q and r are specific rational numbers. Clarification 3: Problems include linear equations where the variable may be on either side of</p>	<p>4</p> <p>4</p> <p>5</p> <p>5</p> <p>Excellent alignment with the instructional models from the B1G-M.</p>	<p>Presents one and two step equations with real-world context. Required forms of equations are used.</p> <p>Splitting writing and solving equations into two lessons is a good idea</p> <p>Lessons highlighted align to benchmark. I liked how students were given ample opportunities to learn and practice using the properties of equality prior to being expected to solve equations.</p>	<p>on's review confirms that all requirements were met. Ms. Pitts' review includes a positive note for not rating this benchmark coverage as 5 (Very Good Alignment) as the Accelerated</p>
<p>MA.7.AR.3.1 Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.</p> <p><u>Clarifications</u> Clarification 1: Instruction includes discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error.</p>	<p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pitts) 4</p> <p>Grade 6 Accelerated Reviewer 1 5</p> <p>Grade 6 Accelerated Reviewer 2 5</p> <p>Covers all percent examples defined in the clarifications. All presented in real world problems and are relatable to the audience.</p> <p>Real world problems are given to practice percent (also relatable, such as percent of phone battery).</p> <p>Very good alignment. I really like how the distinction is made between a ratio and a fraction, even though they are both written in the same format.</p> <p>This standard is taught well</p>	<p>4</p> <p>4</p> <p>5</p> <p>5</p>	<p>'s review confirms that all requirements of the clarifications were met. Neither Grade 7 or Accelerated 6 reviewers did.</p> <p>Good Alignment) without any indication of why the content was not rated a 5 (Very Good Alignment) between the scores in the Grade 7 review and other similar reviews (including the</p>
<p>Part 2 - Benchmark-Specific Responses</p> <p>In specific cases, we believe the reviewers also missed content or made some judgments in their ratings that were pedagogical or related to preference of implementation, rather than focused strictly on the question of whether the standard was effectively addressed in the course. Specific examples are provided below.</p>	<p>9</p> <p>10</p>	<p>9</p> <p>10</p>	<p>9</p> <p>10</p>

	D	E	F	G	H	I	J	K
7			N/A					
8			N/A					
9								
10								

	A	B
11	<p>MA.7.AR.2.1 Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.</p> <p><u>Benchmark Clarifications:</u></p> <ul style="list-style-type: none"> • Clarification 1: Instruction focuses on the properties of inequality. Refer to Properties of Operations, Equality and Inequality (Appendix D). • Clarification 2: Instruction includes inequalities in the forms $px > q$; $xp > q$; $x \pm p > q$ and $p \pm x > q$, where p and q are specific rational numbers and any inequality symbol can be represented. • Clarification 3: Problems include inequalities where the variable may be on either side of the inequality symbol. 	N/A
12	<p>MA.7.AR.3.2 Apply previous understanding of ratios to solve real-world problems involving proportions.</p> <p><u>Example:</u> Scott is mowing lawns to earn money to buy a new gaming system and knows he needs to mow 35 lawns to earn enough money. If he can mow 4 lawns in 3 hours and 45 minutes, how long will it take him to mow 35 lawns? Assume that he can mow each lawn in the same amount of time.</p> <p><u>Example:</u> Ashley normally runs 10-kilometer races which is about 6.2 miles. She wants to start training for a half-marathon which is 13.1 miles. How many kilometers will she run in the half-marathon? How does that compare to her normal 10K race distance?</p>	N/A

	(Champion)	(Pitts)	Reviewer 1	Reviewer 2
<p>MA.7.AR.2.1 Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.</p> <p>Benchmark Clarifications: Clarification 1: Instruction focuses on the properties of inequality. Refer to Properties of Operations, Equality and Inequality (Appendix D). Clarification 2: Instruction includes inequalities in the forms $px > q$, $x > p$; $x < p$ and $px < q$, where p and q are specific rational numbers and any inequality symbol can be represented. Clarification 3: Problems include inequalities where the variable may be on either side of the inequality symbol.</p>	<p>Presents one and two step inequalities. They are represented algebraically and graphically. Required forms of inequalities are used.</p>	<p>Benchmark is covered, more examples of solving different types of inequalities (relating them back to equations) are needed.</p>	<p>The highlighted lessons align to the benchmark.</p>	<p>This standard is taught well</p>

inequality symbol. Additional instruction and practice opportunities can be found in the Topic Review (pp. 289–290).

11 As Ms. Pitts commented, this benchmark is covered, and all examples of solving different types of inequalities required by the Benchmark Clarifications are included. Therefore, we request that the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).

<p>MA.7.AR.3.2 Apply previous understanding of ratios to solve real-world problems involving proportions.</p> <p>Example: Scott is mowing lawns to earn money to buy a new gaming system and knows he needs to mow 35 lawns to earn enough money. If he can mow 4 lawns in 3 hours and 45 minutes, how long will it take him to mow 35 lawns? Assume that he can mow each lawn in the same amount of time.</p> <p>Example: Ashley normally runs 10-kilometer races which is about 6.2 miles. She wants to start training for a half-marathon which is 13.1 miles. How many kilometers will she run in the half-marathon? How does that compare to her normal 10K race distance?</p>	4	3	3	5
	<p>real world problems involving proportional relationships are used-time and money, and recipes</p>	<p>Ratios are more tied to percent problems rather than proportion problems (although proportions are used to solve).</p>	<p>The highlighted lessons only expose students to using proportions to solve real-world problems involving percentages. I would think there should be questionings involving proportions that do not pertain to percentages.</p>	<p>This standard is taught very well</p>

-4, and 3-5. Two reviewers suggest that the course does not address non-percent problems (see link in Column D) in which students apply proportions to solve a wide variety of problems (see link in Column E).
 The score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).

	D	E	F	G	H	I	J	K
11			N/A					
12	Lesson 2-5 Apply Proportional Reasoning To Solve Problems	Topic Review	N/A					

	A	B
13	<p>MA.7.AR.3.3 Solve mathematical and real-world problems involving the conversion of units across different measurement systems.</p> <p>Clarification 1: Problem types are limited to length, area, weight, mass, volume and money.</p>	N/A
14	<p>MA.7.AR.4.4 Given any representation of a proportional relationship, translate the representation to a written description, table or equation.</p> <p>Example: The written description, there are 60 minutes in 1 hour, can be represented as the equation $m=60h$.</p> <p>Example: Gina works as a babysitter and earns \$9 per hour. She would like to earn \$100 to buy a new tennis racket. Gina wants to know how many hours she needs to work. She can use the equation $h=19e$, where e is the amount of money earned, h is the number of hours worked and 19 is the constant of proportionality.</p> <p>Benchmark Clarifications: Clarification 1: Given representations are limited to a written description, graph, table or equation. Clarification 2: Instruction includes equations of proportional relationships in the form of $y=px$, where p is the constant of proportionality.</p>	N/A

Benchmark	Grade 7 Reviewer 1 (Champion)	Grade 7 Reviewer 2 (Pitts)	Grade 7 Accelerated Review	Grade 7 Accelerated Review
<p>MA.7.AR.3.3 Solve mathematical and real-world problems involving the conversion of units across different measurement systems.</p> <p><u>Clarification 1:</u> Problem types are limited to length, area, weight, mass, volume and money.</p>	2	4	5	5
<p>Concept related to proportional relationships -only lengths and weight, and mass are used. Area, volume and money are left out. A few pages address capacity which is not in the clarifications.</p>	<p>Benchmark is covered well and is connected to previously learned skill.</p>	<p>Metric conversions</p>	<p>Really good discourse supports embedded in the TE.</p>	

13 request that the score of 2 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).

Benchmark	Grade 7 Reviewer 1 (Champion)	Grade 7 Reviewer 2 (Pitts)	Grade 7 Accelerated Review	Grade 7 Accelerated Review
<p>MA.7.AR.4.4 Given any representation of a proportional relationship, translate the representation to a written description, table or equation.</p> <p><u>Example:</u> The written description, there are 60 minutes in 1 hour, can be represented as the equation $m=60h$.</p> <p><u>Example:</u> Gina works as a babysitter and earns \$9 per hour. She would like to earn \$100 to buy a new tennis racket. Gina wants to know how many hours she needs to work. She can use the equation $\frac{1}{2} = 19e$, where e is the amount of money earned, h is the number of hours worked and 19 is the constant of proportionality.</p> <p>Benchmark Clarifications:</p> <ul style="list-style-type: none"> Clarification 1: Given representations are limited to a written description, graph, table or equation. Clarification 2: Instruction 	4	3	5	5
<p>Ample opportunities to explore and practice translating proportional representations into written descriptions, tables or equations. Converting units are embedded in this skill.</p>	<p>Benchmark is covered: it is dispersed throughout ratio and proportion lessons and connected to other ratio and proportion benchmarks.</p>	<p>Translate proportional relationships</p>	<p>Good variety of examples matching B1G-M Instructional Strategies</p>	

viewer comments, lack of any noted deficiencies, and the “ample opportunities to explore and request that the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).”

	D	E	F	G	H	I	J	K
13		Lesson 2-4 (includes problems on area, volume, and money). See the Try It! , Example 3, and Item #11 .	N/A					
14			N/A					

	A	B
15	<p>MA.7.DP.2.4 Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.</p> <p>Clarification 1: Instruction includes representing probability as a fraction, percentage or decimal.</p> <p>Clarification 2: Instruction includes recognizing that experimental probabilities may differ from theoretical probabilities due to random variation. As the number of repetition increases experimental probabilities will typically better approximate the theoretical probabilities.</p> <p>Clarification 3: Experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner.</p>	N/A
16	<p>MA.7.GR.1.1 Apply formulas to find the areas of trapezoids, parallelograms and rhombi.</p> <p>Clarification 1: Instruction focuses on the connection from the areas of trapezoids, parallelograms and rhombi to the areas of rectangles or triangles.</p> <p>Clarification 2: Within this benchmark, the expectation is not to memorize area formulas for trapezoids, parallelograms and rhombi.</p>	N/A

<p>includes equations of proportional relationships in the form of $y=px$, where p is the constant of proportionality.</p>	<p>1</p>
<p>MA.7.DP.2.4 Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.</p> <p><u>Clarification 1:</u> Instruction includes representing probability as a fraction, percentage or decimal.</p> <p><u>Clarification 2:</u> Instruction includes recognizing that experimental probabilities may differ from theoretical probabilities due to random variation. As the number of repetition increases experimental probabilities will typically better approximate the theoretical probabilities.</p> <p><u>Clarification 3:</u> Experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner</p>	<p>3</p> <p>4</p> <p>5</p> <p>5</p> <p>3. Pitts comments that the “instruction does a good job of explaining how to compare and “taught well.” Ms. Champion mentions that one aspect of one clarification (“random all aspects of the benchmark and its clarifications are addressed, we request that the score of 3 be</p>
<p>MA.7.GR.1.1 Apply formulas to find the areas of trapezoids, parallelograms and rhombi.</p> <p><u>Clarification 1:</u> Instruction focuses on the connection from the areas of trapezoids, parallelograms and rhombi to the areas of rectangles or triangles.</p> <p><u>Clarification 2:</u> Within this benchmark, the expectation is not to memorize area formulas for trapezoids, parallelograms and rhombi.</p>	<p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pitts) 3</p> <p>Grade 6 Accelerated Review 4</p> <p>Grade 6 Accelerated Review 4</p> <p>Connects the area of rhombi, parallelograms, and trapezoids to that of rectangles and squares.</p> <p>Formulas are derived from previously learned formulas; there could be some confusion with the trapezoid formula because it is derived from a parallelogram in one part of the lesson, but then decomposed into a rectangle and two triangles in another part of</p> <p>The highlighted lessons align completely to the benchmark, however, I would have liked to see additional practice problems for this benchmark.</p> <p>This standard is taught well</p> <p>hat the content “aligns completely” and another adding that it is “taught well.” Ms. Pitts ea formulas, but this is, in fact, the point of Clarification 1. This connection to the areas of t enVision Florida B.E.S.T. Mathematics Grade 7 fully aligns to the expectations of this Alignment) or 5 (Very Good Alignment).</p>



	D	E	F	G	H	I	J	K
15	Example of Clarification 2 (see Example 2)		N/A					
16			N/A					

	A	B
17	<p>MA.7.GR.1.2 Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.</p> <p><u>Clarification 1:</u> Within this benchmark, the expectation is not to find areas of figures on the coordinate plane or to find missing dimensions.</p>	N/A
18	<p>MA.7.GR.2.2 Solve real-world problems involving surface area of right circular cylinders.</p> <p><u>Clarification 1:</u> Within this benchmark, the expectation is not to memorize the surface area formula for a right circular cylinder or to find radius as a missing dimension.</p> <p><u>Clarification 2:</u> Solutions may be represented in terms of pi (π) or approximately.</p>	N/A
19	<p>MA.7.NSO.1.1 Know and apply the Laws of Exponents to evaluate numerical expressions, and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.</p> <p><u>Clarification 1:</u> Instruction focuses on building the Laws of Exponents from specific examples. Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents.</p> <p><u>Clarification 2:</u> Problems in the form $a^m \cdot a^n = a^p$ must result in a whole-number value for p.</p>	N/A
20	<p>MA.7.NSO.2.1 Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.</p> <p><u>Clarification 1:</u> Multi-step expressions are limited to 6 or fewer steps.</p>	N/A

the lesson.

Benchmark	Reviewer 1 (Champion)	Reviewer 2 (Pitts)	Accelerated Review	Accelerated Review
<p>MA.7.GR.1.2 Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.</p> <p>Clarification 1: Within this benchmark, the expectation is not to find areas of figures on the coordinate plane or to find missing dimensions.</p>	3	3	4	5
<p>Students are expected to find the area of composite figures; however, few real work problems are presented.</p>	<p>I feel that the lesson needs to start off with less complex figures, then move into more complex as students feel comfortable.</p>	<p>The large majority of problems included in this lesson are mathematical rather than real-world. I would have liked to see a more even balance of the two.</p>	<p>This standard is taught well</p>	

17 or 5 (Very Good Alignment).

Benchmark	Grade 7 Reviewer 1 (Champion)	Grade 7 Reviewer 2 (Pitts)	Grade 7 Accelerated Review	Grade 7 Accelerated Review
<p>MA.7.GR.2.2 Solve real-world problems involving surface area of right circular cylinders.</p>	4	3	5	5
<p>Clarification 1: Within this benchmark, the expectation is not to memorize the surface area</p>	<p>Real world problems are used.</p>	<p>The examples given use real world problems;</p>	<p>SA cylinders</p>	<p>Good problem set of real world</p>

states that the examples given use real world problems, Ms. Champion agrees, and a Grade 7 application. Ms. Pitts expresses a desire “for more practice problems,” but this is a the full *enVision Florida B.E.S.T. Mathematics Grade 7* course provides numerous additional *enVision Florida B.E.S.T. Mathematics Grade 7* fully aligns to the expectations of this (ment) or 5 (Very Good Alignment).

Benchmark	Grade 7 Reviewer 1 (Champion)	Grade 7 Reviewer 2 (Pitts)	Grade 7 Accelerated Review	Grade 7 Accelerated Review
<p>MA.7.NSO.1.1 Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.</p>	4	3	5	5
<p>Provides lots of opportunities to apply the laws of exponents</p>	<p>Instruction focuses on building the laws, I feel that the laws should be spread out</p>	<p>law of exponents</p>	<p>Good integration of error analysis into the lessons.</p>	

ent or coverage of this Benchmark. The content of *enVision B.E.S.T. Florida Mathematics* and therefore, we request that the score of 3 be reconsidered and improved to a 4 (Good

Benchmark	Grade 7 Reviewer 1 (Champion)	Grade 7 Reviewer 2 (Pitts)	Grade 6 Accelerated Review	Grade 6 Accelerated Review
<p>MA.7.NSO.2.1 Solve mathematical problems using multi-step order of operations with</p>	3	3	4	5

problems include grouping symbols, whole number exponents, and absolute value as required rifications. stify a rating of 3. Ms. Pitts expresses a preference for additional extension; these *Mathematics Grade 7* fully aligns to the expectations of this Benchmark and we request that

	D	E	F	G	H	I	J	K
17	Example of Real World Problem (see Example 2)	Examples of Real World Problems (see Items #10 and #12)	N/A					
18			N/A					
19			N/A					
20			N/A					

	A	B
	MA.7.NSO.2.3 Solve real-world problems involving any of the four operations with rational numbers.	N/A
21	Clarification 1: Instruction includes using one or more operations to solve problems. MA.K12.MTR.1.1 Actively participate in effortful learning both individually and collectively.	N/A
22	(continued)	
23		
24	MA.K12.MTR.2.1 Demonstrate understanding by representing problems in multiple ways.	N/A
25	MA.K12.MTR.4.1 Engage in discussions that reflect on the mathematical thinking of self and others.	N/A
26	MA.K12.MTR.6.1 Assess the reasonableness of solutions.	N/A
27	MA.K12.MTR.7.1 Apply mathematics to real-world contexts.	N/A
28		
29		
30		
31		
32		
33		
34		
35		
36		

21	rational numbers including grouping symbols, whole-number exponents and absolute value. Clarification 1: Multi-step expressions are limited to 6 or fewer steps.	Limited to 6 or fewer steps-includes grouping symbols, whole number exponents, and absolute value	Lesson instruction and practice is covered well, although the skill needs to be extended a little further.	Very limited practice with absolute value and whole number exponents.	I like how it is broken down into steps										
22	every participant in effortful learning both individually and collectively.	3	4	5	5	5	5	5	5	5	5	5	5	5	5
23	Three Act Math in the beginning of the unit could be used to engage students. Subsequent	Every lesson provides an opportunity for students to give an explanation of what they	Strong evidence of MTR.1.1 throughout material and also contains explicit	I like that it tells the student to persevere throughout	topic activity promotes social interactions in an academic setting	Many opportunities to engage throughout all components of the lessons.									

24	Mathematical Thinking and Reasoning Standard (Champion)	Grade 7 Reviewer 1 (Pitts)	Grade 7 Reviewer 2 (Pitts)	Grade 6 Accelerated Review	Grade 7 Accelerated Review	Grade 7 Accelerated Review
		3	5	5	3	5
25	Engage in discussions that reflect on the	Grade 7 Reviewer 1 (Champion)	Grade 7 Reviewer 2 (Pitts)	Grade 6 Accelerated Review	Grade 7 Accelerated Review	Grade 7 Accelerated Review
	MA.K12.MTR.4.1	3	5	5	3	5

26	Mathematical Thinking and Reasoning Standard (Champion)	Grade 7 Reviewer 1 (Champion)	Grade 7 Reviewer 2 (Pitts)	Grade 6 Accelerated Review	Grade 7 Accelerated Review
		3	4	5	5
27	MA.K12.MTR.6.1	Grade 7 Reviewer 1 (Champion)	Grade 7 Reviewer 2 (Pitts)	Grade 6 Accelerated Review	Grade 7 Accelerated Review
		4	3	5	5
28	Apply mathematics to real-world contexts.	Grade 7 Reviewer 1 (Champion)	Grade 7 Reviewer 2 (Pitts)	Grade 6 Accelerated Review	Grade 7 Accelerated Review
		4	3	5	5

28	Real world problems are used throughout, but there are areas where they are lacking.	Majority of word problems presented should be reliable for students.	Strong evidence of MTR.7.1 throughout material and also contains explicit instruction on MTR.7.1 on page F31 in the SE	This standard is evident throughout the book	students activate prior knowledge to work out new material	Many opportunities to engage throughout all components of the lessons.
29						
30						
31						
32						
33						
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36						

several real-world problems” and “ample practice opportunities.” *(Links to examples*

“more real-world and reliable word problems” does not describe a deficiency of expectations of this Benchmark and we request that the score of 3 be

“strong evidence...throughout” and “many opportunities to engage;” with “daily authentic engagement of this MTR.” However, every “strong evidence” that they don’t allow “daily authentic engagement of this MTR.” However, every that requires students to analyze the problem in ways that make sense, ask questions, and im. A collective, whole-class discussion follows. On a daily basis, teachers are provided robust *(See Columns D/E for linked examples)*

for students to engage in and teachers to encourage and help to develop the behaviors on for students to engage in and teachers to encourage and help to develop the behaviors (or students to engage in and teachers to encourage and help to develop the behaviors) or 5 (Very Good Alignment).

every lesson as noted by Ms. Pitts. Reviewers also note that students can provide reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment). or students to engage in and teachers to encourage and help to develop the behaviors and explain their understanding. Other reviewers note “strong evidence” and are linked in Columns D/E, but similar opportunities exist in every lesson in the

discussions in the classroom. Considering the evidence presented and the high scores note “strong evidence...throughout,” “a lot of questions,” and “many entered more than 80 times in the student text, with additional opportunities provided to Columns D/E.

that the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5

Pitts comments that the “majority of word problems presented should be reliable les and problems. A few linked examples are in Columns D/E.

that the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5

	D	E	F	G	H	I	J	K
21	Examples of Real World Problems (see Examples 1 and 2)	Examples of Real World Problems (see items #12, #13, and #14)	N/A					
22	Example of Exploratory Activity That Occurs in Every Lesson		N/A					
23	Math Thinking and Reasoning Handbook (Student)	Math Thinking and Reasoning Handbook (Teacher)	N/A					
24			N/A					
25	Lesson 2-1 Example (see Thinking and Reasoning, Convince Me!, Do You Understand?, Do You Know How?)		N/A					
26	Examples of Check for Reasonableness (see pages 11, 15, and 16)		N/A					
27	Examples of Real World Contexts	Examples of Real World Contexts	N/A					
28								
29								
30								
31								
32								
33								
34								
35								
36								

From: Robby Edwards <redwards@lcsbmail.net>
Sent: Thursday, May 12, 2022 10:03 AM EDT
To: Seeds, Cathy; Hamilton, Lauren
Subject: Fwd: HMH Florida's B.E.S.T. Go Math! K-5: NOW APPROVED
Attachment(s): "image001.gif"

Cathy and Lauren,

I am forwarding an email sent to me by my elementary principal, which was sent to my principal by a representative from Houghton Mifflin Harcourt. The information received was that FLDOE has now approved HMH's Go Math to be included on the state adopted textbook list. Will you confirm this as true for K-5?

Also, we are only using the consumable workbooks and teacher's editions of the HMH Go Math curriculum. With that being said, were there any issues with the consumables, or were the issues only with the teacher's editions and other materials included in the Go Math curriculum? The reason I am asking is ... we received the consumables from HMH about the time FLDOE announced that HMH Go Math was not an approved publisher for math curriculum adoption. If part of the reason for rejecting HMH Go Math included content in the consumable materials, we will need to reorder. If there was nothing wrong with the information in the consumables, we have what we need to begin the next school year.

I appreciate your help in confirming this for me.

Robby

Robert Edwards

Lafayette County Schools

Superintendent

P: 386.294.4107

F: 386.294.3072

----- Forwarded message -----

From: **Stephen Clark** <sclark@lcsbmail.net>
Date: Wed, May 11, 2022 at 1:20 PM
Subject: Fwd: HMH Florida's B.E.S.T. Go Math! K-5: NOW APPROVED
To: Robby Edwards <redwards@lcsbmail.net>

----- Forwarded message -----

From: **Jernigan, Kathy** <Kathy.Jernigan@hnhco.com>
Date: Wed, May 11, 2022 at 1:13 PM
Subject: HMH Florida's B.E.S.T. Go Math! K-5: NOW APPROVED
To: Stephen Clark <sclark@lcsbmail.net>
CC: Melissa Dicks <mdicks@lcsbmail.net>

Good Afternoon! HMH GO Math is now completely approved by the Florida DOE. They have not confirmed when they will update their website, but you are free to give them a call to confirm. We should have a legal document this afternoon showing resolution to this appeal and full approval. Please let me know if you have any questions or if I can help you in any way.

Sincerely,

Kathy

Kathy Jernigan
Senior Account Executive

South Region

Houghton Mifflin Harcourt

[9400 Southpark Center Loop](#)

[Orlando, FL 32819](#)

Mobile: 850.572.0792

Follow me on Twitter: [@KJernigan_HMH](#)

Three options for HMH Technical Support:

Visit: [HMH Customer Care](#)

Call: 1-800-323-9239 (Press 3 for Rostering)

Email: techsupport@hnhco.com: Platform/Performance/Content Issues

usermaintenance-esd@hnhco.com: Rostering/SSO/Integration/Common Cartridge Issues

Diagram Description automatically generated with medium confidence

--

Stephen Clark, Jr.
Lafayette Elementary Principal
(386) 294-4112

From: Ashley Fieldman <ashley@mathnation.com>

Sent: Monday, March 28, 2022 4:46 PM EDT

To: Seeds; Cathy

Subject: Fwd: Math Nation ISBNs

Good afternoon,

One of Math Nation's district partners let me know that when they try to complete the form due 4/1 on the district flimadoption site that the results aren't showing when they search for our ISBNs. Is this something you can help me with or direct me to the person who can help?

Thanks,

Ashley Fieldman
Director
Math Nation
321-446-4556

Begin forwarded message:

From: Ashley Fieldman <ashley@mathnation.com>

Subject: Math Nation ISBNs

Date: March 22, 2022 at 11:57:09 AM EDT

To: Lauren Hamilton <lauren.hamilton@fldoe.org>

Hi Lauren,

I just left you a voicemail regarding the ISBNs on Math Nation's materials submitted for adoption. One of our district partners let me know that when they are trying to complete the form that is due 4/1 that the ISBN is not showing results. Please give me a call when you have a moment, 321-446-4556.

Thanks,

Ashley Fieldman
Director
Math Nation
321-446-4556

From: Phil Poekert <poekert@coe.ufl.edu>
Sent: Monday, April 18, 2022 7:20 PM EDT
To: Oliva; Jacob
Subject: Fwd: Request for reconsideration/inquiry - Math Nation - 7th Grade Accelerated

Hello Jacob:

Wanted you to be aware that we have submitted a request for our materials to be reconsidered. We look forward to further guidance on the process and look forward to getting our materials onto the adopted list.

Best,

Phil

Get [Outlook for Android](#)

From: Ethan Fieldman <ethan@mathnation.com>
Sent: Monday, April 18, 2022, 5:39 PM
To: Phil Poekert <poekert@coe.ufl.edu>
Subject: Fwd: Request for reconsideration/inquiry - Math Nation - 7th Grade Accelerated

[External Email]

Begin forwarded message:

From: Ethan Fieldman <ethan@mathnation.com>
Subject: Request for reconsideration/inquiry - Math Nation - 7th Grade Accelerated
Date: April 18, 2022 at 5:33:22 PM EDT
To: "Baumbach, Amber" <Amber.Baumbach@fldoe.org>
Cc: Ashley Fieldman <ashley@mathnation.com>, "Hamilton, Lauren" <Lauren.Hamilton@fldoe.org>, "Seeds, Cathy" <Cathy.Seeds@fldoe.org>, "Rivers1, Angelia" <Angelia.Rivers1@fldoe.org>, Shawn Wigg <shawn@mathnation.com>

Amber, thank you very much for the prompt reply.

We understand that we were awarded a 3.4 out of 5.0 on 7th Accelerated, and thus did not make the state's recommended list for that course. As the "Not Recommended" PDF shows, the 3.4 score is the only reason we were not allowed onto the recommended list.

We ask that FLDOE please review this decision (because we believe it may have been an error in scoring, or a clerical error).

We poured over the B.E.S.T. Standards for Mathematics to create a curriculum (from scratch) that was truly aligned to the new standards, since they are so different from previous standards. As the only Florida-based option, we understand the importance and significance of alignment to these new standards and our alignment scores in other math courses demonstrate that. Since our 7th Accelerated course only uses content from 2 other approved courses (7th Grade-regular and 8th Grade), and there are no content benchmarks in the 7th Accelerated course standards that are not in either of those two courses, it must be that there was a clerical error or glitch in the system. Again, we formally ask that you review this decision not to place Math Nation's 7th Accelerated curriculum on the recommended list.

Every course we submitted (other than 7th Accelerated) had an alignment score high enough to make the recommended list.

Florida's new 7th Accelerated course is made up of the following content benchmarks:

- a) 100% of the 8th Grade benchmarks are in 7th Accelerated (all 40 of the 8th Grade-regular content benchmarks)
- b) 50% of the 7th Grade-regular benchmarks are in 7th Accelerated (17 of the 34 7th Grade-regular content benchmarks)
- c) There are no other content benchmarks in 7th Accelerated.

In 8th Grade (regular), we received a perfect 5.0/5.0 and 100.0% percentage of alignment.
In 7th Grade (regular), we received a 4.6/5.0 and 93.9% percentage of alignment.

This means that 70% of the 7th Accelerated content benchmarks are from 8th Grade, where we received a perfect 5.0 / 100.0% score. And the remaining 30% of the content benchmarks are from 7th Grade-regular,

where we received a 4.6 score.
However, we were awarded a 3.4 in 7th Accelerated.

Also, we're very concerned that depending on how long the appeals process takes, Florida's teachers and students will not have their materials in time for the start of school. We're also concerned that due to this issue, some districts may switch to other providers – providers that have much worse alignment scores from FLDOE (but do have a currently-recommended 7th Accelerated course).

Please let us know as soon as possible if there is anything else we need to do in order for an appeal to be initiated, or if this written request for reconsideration/appeal is satisfactory. If an appeal is not necessary but simply a reconsideration or inquiry into the matter, we ask that you do this at once. If an appeal is necessary, then we'd like this to serve as our formal request for an expedited appeal. Again, please let us know what else we need to do, if anything, to help rectify this situation.

Regards,
Ethan

On Apr 18, 2022, at 3:34 PM, Baumbach, Amber <Amber.Baumbach@fldoe.org> wrote:

Hi Ashley,

Math Nation's 7th Grade Accelerated bid is on the not recommended list. Math Nation's 7th Grade bid is on the adopted list.

An updated version of the not recommended list with the correct title of the 7th grade accelerated bid will be posted.

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
<image001.png>

From: Ashley Fieldman <ashley@mathnation.com>
Sent: Monday, April 18, 2022 3:15 PM
To: Ethan Fieldman <ethan@mathnation.com>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Shawn Wigg <shawn@mathnation.com>
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,

We reviewed the not-recommended list that was posted on the instructional materials website, and for 7th accelerated, our middle school course that was rejected, it has "7th grade math" listed as the product that was reviewed and rejected for a 3.4 alignment.

Our 7th grade product would have received a low score if it was reviewed for accelerated since it does not cover the 8th grade benchmarks.

Our 8th grade course received a 5.0 and 100.0% on alignment and was approved, and the material in that course is used in the 7th accelerated product. Our 7th grade lessons were also approved for alignment.

I'm wondering if links were somehow crossed and the wrong product was reviewed or perhaps the wrong score was inadvertently posted.

Please see screenshot attached.

We poured over the B.E.S.T. Standards for Mathematics to create a curriculum (from scratch) that was truly aligned to the new standards, since they are so different from previous standards. As the only Florida-based option, we understand the importance and significance of alignment. And our alignment scores in other courses demonstrate that. Since our 7th accelerated course only uses content from 2 other approved courses (7th and

8th), and there are no benchmarks in the 7th accelerated course standards that are not in either of those two courses, it must be that there was a clerical error or glitch in the system.

Thank you,
Ashley
321-446-4556

<image002.jpg>

On Apr 15, 2022, at 3:12 PM, Ethan Fieldman <ethan@mathnation.com> wrote:

Hi, thank you for the quick response, we appreciate it.

- 1) We are also on Grade 6 Accelerated list, correct?
- 2) How would it be possible for Math Nation to be on the Geometry Honors list with a score of 100% aligned, and approved for all the other reasons, but not on the (regular) Geometry list, when our regular Geometry course submitted is an exact subset of our Geometry Honors course submitted?
- 3) Is there somewhere we can review the reasons why weren't included for each course, so that we can update our material accordingly (if necessary)? We don't see it on the FLIMadoption.org site.

Thanks,
Ethan

On Apr 15, 2022, at 3:58 PM, Baumbach, Amber <Amber.Baumbach@fldoe.org> wrote:

Hi Ethan,

Math Nation is on the adopted list for Grade 6, Grade 7, Grade 8, Algebra 1, Algebra 1 Honors, Algebra 2, and Geometry Honors.
You may appeal any submissions that did not make the adopted list.

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
<image001.png>

From: Ethan Fieldman <ethan@mathnation.com>
Sent: Friday, April 15, 2022 3:19 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Ashley Fieldman <ashley@mathnation.com>; Shawn Wigg <shawn@mathnation.com>
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

No, I'm just asking WHERE we are on the list.
As in, did you not receive our payment? Or was a mistake made, etc.
Ethan

On Apr 15, 2022, at 3:12 PM, Hamilton, Lauren
<Lauren.Hamilton@fldoe.org> wrote:

If you wish to appeal any adoption decision, please see our policies and procedures document on our instructional materials website. [POLICIES AND PROCEDURES \(fldoe.org\)](#)

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

<image001.png>

From: Hamilton, Lauren
Sent: Friday, April 15, 2022 2:23 PM
Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelina.Rivers1@fldoe.org>
Subject: 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon publishers,

The 2021-2022 Mathematics Instructional materials State Adopted list is now available on our webpage here: [2021-2022 K-12 Mathematics Adoption list \(fldoe.org\)](#)

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

<image001.png>

From: Ethan Fieldman <ethan@mathnation.com>
Sent: Tuesday, April 19, 2022 12:59 PM EDT
To: Seeds; Cathy
CC: Ashley Fieldman; Shawn Wigg
Subject: Fwd: Request for reconsideration/inquiry - Math Nation - 7th Grade Accelerated

Hi Cathy,
Could we have a meeting about this Math Nation 7th Accelerated issue below, please? It's causing enormous disruption with school districts.
We will make ourselves available 24/7.

Thanks very much.
Ethan

Begin forwarded message:

From: Ethan Fieldman <ethan@mathnation.com>
Subject: Request for reconsideration/inquiry - Math Nation - 7th Grade Accelerated
Date: April 18, 2022 at 5:33:22 PM EDT
To: "Baumbach, Amber" <Amber.Baumbach@fldoe.org>
Cc: Ashley Fieldman <ashley@mathnation.com>, "Hamilton, Lauren" <Lauren.Hamilton@fldoe.org>, "Seeds, Cathy" <Cathy.Seeds@fldoe.org>, "Rivers1, Angelia" <Angelia.Rivers1@fldoe.org>, Shawn Wigg <shawn@mathnation.com>

Amber, thank you very much for the prompt reply.

We understand that we were awarded a 3.4 out of 5.0 on 7th Accelerated, and thus did not make the state's recommended list for that course. As the "Not Recommended" PDF shows, the 3.4 score is the only reason we were not allowed onto the recommended list.

We ask that FLDOE please review this decision (because we believe it may have been an error in scoring, or a clerical error).

We poured over the B.E.S.T. Standards for Mathematics to create a curriculum (from scratch) that was truly aligned to the new standards, since they are so different from previous standards. As the only Florida-based option, we understand the importance and significance of alignment to these new standards and our alignment scores in other math courses demonstrate that. Since our 7th Accelerated course only uses content from 2 other approved courses (7th Grade-regular and 8th Grade), and there are no content benchmarks in the 7th Accelerated course standards that are not in either of those two courses, it must be that there was a clerical error or glitch in the system. Again, we formally ask that you review this decision not to place Math Nation's 7th Accelerated curriculum on the recommended list.

Every course we submitted (other than 7th Accelerated) had an alignment score high enough to make the recommended list.

Florida's new 7th Accelerated course is made up of the following content benchmarks:

- a) 100% of the 8th Grade benchmarks are in 7th Accelerated (all 40 of the 8th Grade-regular content benchmarks)
- b) 50% of the 7th Grade-regular benchmarks are in 7th Accelerated (17 of the 34 7th Grade-regular content benchmarks)
- c) There are no other content benchmarks in 7th Accelerated.

In 8th Grade (regular), we received a perfect 5.0/5.0 and 100.0% percentage of alignment.

In 7th Grade (regular), we received a 4.6/5.0 and 93.9% percentage of alignment.

This means that 70% of the 7th Accelerated content benchmarks are from 8th Grade, where we received a perfect 5.0 / 100.0% score. And the remaining 30% of the content benchmarks are from 7th Grade-regular, where we received a 4.6 score.

However, we were awarded a 3.4 in 7th Accelerated.

Also, we're very concerned that depending on how long the appeals process takes, Florida's teachers and students will not have their materials in time for the start of school. We're also concerned that due to this issue, some districts may switch to other providers' providers that have much worse alignment scores from FLDOE (but do have a currently-recommended 7th Accelerated course).

Please let us know as soon as possible if there is anything else we need to do in order for an appeal to be initiated, or if this written request for reconsideration/appeal is satisfactory. If an appeal is not necessary but simply a reconsideration or inquiry into the matter, we ask that you do this at once. If an appeal is necessary, then weâ€™d like this to serve as our formal request for an expedited appeal. Again, please let us know what else we need to do, if anything, to help rectify this situation.

Regards,
Ethan

On Apr 18, 2022, at 3:34 PM, Baumbach, Amber <Amber.Baumbach@fldoe.org> wrote:

Hi Ashley,

Math Nationâ€™s 7th Grade Accelerated bid is on the not recommended list. Math Nationâ€™s 7th Grade bid is on the adopted list.

An updated version of the not recommended list with the correct title of the 7th grade accelerated bid will be posted.

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
<image001.png>

From: Ashley Fieldman <ashley@mathnation.com>

Sent: Monday, April 18, 2022 3:15 PM

To: Ethan Fieldman <ethan@mathnation.com>

Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Shawn Wigg <shawn@mathnation.com>

Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,

We reviewed the not-recommended list that was posted on the instructional materials website, and for 7th accelerated, our middle school course that was rejected, it has â€™7th grade mathâ€™ listed as the product that was reviewed and rejected for a 3.4 alignment.

Our 7th grade product would have received a low score if it was reviewed for accelerated since it does not cover the 8th grade benchmarks.

Our 8th grade course received a 5.0 and 100.0% on alignment and was approved, and the material in that course is used in the 7th accelerated product. Our 7th grade lessons were also approved for alignment.

Iâ€™m wondering if links were somehow crossed and the wrong product was reviewed or perhaps the wrong score was inadvertently posted.

Please see screenshot attached.

We poured over the B.E.S.T. Standards for Mathematics to create a curriculum (from scratch) that was truly aligned to the new standards, since they are so different from previous standards. As the only Florida-based option, we understand the importance and significance of alignment. And our alignment scores in other courses demonstrate that. Since our 7th accelerated course only uses content from 2 other approved courses (7th and 8th), and there are no benchmarks in the 7th accelerated course standards that are not in either of those two courses, it must be that there was a clerical error or glitch in the system.

Thank you,
Ashley
321-446-4556

<image002.jpg>

On Apr 15, 2022, at 3:12 PM, Ethan Fieldman <ethan@mathnation.com> wrote:

Hi, thank you for the quick response, we appreciate it.

1) We are also on Grade 6 Accelerated list, correct?

2) How would it be possible for Math Nation to be on the Geometry Honors list with a score of 100% aligned, and approved for all the other reasons, but not on the (regular) Geometry list, when our regular Geometry course submitted is an exact subset of our Geometry Honors course submitted?

3) Is there somewhere we can review the reasons why weren't included for each course, so that we can update our material accordingly (if necessary)? We don't see it on the FLIMadoption.org site.

Thanks,
Ethan

On Apr 15, 2022, at 3:58 PM, Baumbach, Amber <Amber.Baumbach@fldoe.org> wrote:

Hi Ethan,

Math Nation is on the adopted list for Grade 6, Grade 7, Grade 8, Algebra 1, Algebra 1 Honors, Algebra 2, and Geometry Honors.
You may appeal any submissions that did not make the adopted list.

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
<image001.png>

From: Ethan Fieldman <ethan@mathnation.com>
Sent: Friday, April 15, 2022 3:19 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Ashley Fieldman <ashley@mathnation.com>; Shawn Wigg <shawn@mathnation.com>
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

No, I'm just asking WHERE we are on the list.
As in, did you not receive our payment? Or was a mistake made, etc.
Ethan

On Apr 15, 2022, at 3:12 PM, Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

If you wish to appeal any adoption decision, please see our policies and procedures document on our instructional materials website. [POLICIES AND PROCEDURES \(fldoe.org\)](#)

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

<image001.png>

From: Hamilton, Lauren
Sent: Friday, April 15, 2022 2:23 PM
Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber
<Amber.Baumbach@fldoe.org>; Rivers1, Angelia
<Angelia.Rivers1@fldoe.org>
Subject: 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon publishers,

The 2021-2022 Mathematics Instructional materials State Adopted list is now available on our webpage here: [2021-2022 K-12 Mathematics Adoption list \(fldoe.org\)](#)

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

<image001.png>

From: Bedford, Freeman & Worth HS Publishers <hsmarketing@bfwpub.com>

Sent: Thursday, December 16, 2021 10:34 AM EST

To: Seeds; Cathy

Subject: Get AP® books directly from the BFW Store

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100 American Metro Blvd, Suite 109, Hamilton, NJ 08619 USA
866-843-3715

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You may still receive transactional messages from Bedford, Freeman and Worth High School.

From: Harvey, Kim <Kim.Harvey@mheducation.com>

Sent: Tuesday, May 17, 2022 11:44 AM EDT

To: Baumbach; Amber

CC: Bennett, Wayne; Patton, Sallie; Tullos, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter; Danaher, Cathleen; Sheridan, Dawn

Subject: Grade 8 PDFs Email 1 of 4

Attachment(s): "Publisher Appeal McGraw Hill Grade 8 Mathematics_05-13-22_ re-submission.xlsx", "SE L2-2.pdf"

Amber,

The excel spreadsheet has been updated if it is easier to use this rather than the PDFs.

Also, included the first set of PDFs.

Regards,

Kim

The information contained in this message may be confidential and/or constitute a privileged attorney-client document. If the reader of this message is not the intended recipient, or an employee or agent responsible for delivering this message to the intended recipient, you are hereby notified that any dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please notify McGraw-Hill immediately by replying to the message and deleting it from your computer. Thank you.

A

B

C

D

COURSE Grade 8 Mathematics

BID 419

	Standard Below 3 (if applicable)	Special Topic Concern (if applicable)	Publisher Correction	Link to correction in materials
1				
2				
3	MA.8.AR.3.5		Reviewer comment: "Many related standards, but a lack of explicit instruction for Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form." Lesson 4-5 was updated to show the correct benchmark, MA.8.AR.3.3. Lesson 4-7 was updated to include a real world example to provide better alignment to MA.8.AR.3.5.	link to 4-5 SE
4			Lesson 4-5 was updated to show the correct benchmark, MA.8.AR.3.3.	link to 4-5 TE
5			Lesson 4-7 was updated to include a real world example to provide better alignment to MA.8.AR.3.5.	link to 4-7 SE
6				
7	MA.8.DP.1.2		Reviewer 1 comment: "Feels like this standard should have more opportunity to practice, separate from MA.8.DP.1.1" Lesson 9-1 Practice (exercise 5) was updated to include a scatterplot so that students have opportunity to interpret scatterplots without having to construct first and then interpret.	link to 4-7 TE link to 9-1 SE
8			All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital forms. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALEKS, a research-based, online learning program that provides the individual support required for every student to achieve mastery.	link to 9-1 TE
9			Reviewer 1 comment: "Use of the language 'relative frequency' is incorrect throughout the lessons aligned to this benchmark. Relative frequency is not part of this benchmark."	link to 10-3 SE
10	MA.8.DP.2.3		Lesson 10-2 was updated to address all instances of relative frequency to experimental probability.	link to 10-3 TE
11			Lesson 10-4 was updated to replace all instances of relative frequency to experimental probability.	link to 10-4 SE
12				
13				link to 10-4 TE
14	MA.8.GR.2.1		Reviewer comment: "Inadequate practice problems are provided. More scaffolding is needed. This concept needs lots of practice and reinforcement with more student-friendly real-world problems."	See revised 8-4 SE
15			Lesson 8-4 was updated to provide real-world example in Example 1. Practice exercises were updated to align to the revised example.	
	MA.8.GR.2.2		Reviewer comment: "Content aligns nicely to the standard, but there are not enough examples for the struggling students to feel success with the concepts. Excellent exposure and examples for the students who need enrichment." Lesson 8-5 was updated with revised instruction to help struggling students connect scale factor (learned in Grade 7) to dilation by looking at a non-geometric real world figures.	See revised 8-5 SE
16			All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital forms. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given	
17				

E	F	G	
1		Reviewer Evaluation Scale: 5- Very Good 4- Good 3- Fair 2- Poor 1- Very Poor/No Alignment	
2			
3	FLDOE Comments from math specialist		
Alignment is fine	Publisher re-submission		
4			
5			
6			
7			
8			
9			
10			
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15			
16			
17			



	A	B	C	D
18	MA.8.GR.2.3		<p>Reviewer comment: "Content aligns nicely to the standard, but there are not enough examples for the struggling students to feel success with the concepts. Excellent exposure and examples for the students who need enrichment."</p> <p>Lesson 8-5 was updated with revised instruction to help struggling students connect scale factor (learned in Grade 7) to dilation by looking at a non-geometric real world figures.</p>	<p>See revised 8-6 SE</p>
19	MA.8.GR.2.3		<p>All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20</p> <p>Reviewer comment: "Some of the problems in the practice for this benchmark are not aligned well or outside the limits/clarifications. There are not enough examples for the struggling students to feel success with the concepts. Nice exposure and examples for the students who need enrichment. Application problems in section 8.1 practice are not at all connected to the benchmark; Section 8-2 'Build Perseverance' problem is way outside the limits/clarifications for this benchmark."</p> <p>Lesson 8-1 was updated with a revised Apply problem and corresponding practice exercises for stronger alignment to the benchmark.</p>	<p>link to 8-1 SE</p>
20			<p>All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital formats. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALBKs, a research-based addition operation that provides a real-world context for solving problems.</p>	<p>link to 8-1 TTE</p>
21	MA.8.GR.2.3		<p>Lesson 8-2 was updated with a revised Build Perseverance exercise for a stronger alignment to the benchmark and clarifications.</p>	<p>link to 8-2 SE</p>
22				<p>link to 8-2 TTE</p>
23				<p>link to 2-1 SE</p>
24	MA.8.NSO.1.7		<p>Reviewer comment: "Did not see explicit reference to order of operations. Did not see many examples where students were asked to solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals."</p> <p>Lesson 2-1 was updated with two revised examples: one that includes instruction for order of operations and a second that provides instruction on solving multi-step real-world problems involving the order of operations.</p>	<p>link to 2-1 TTE</p>
25	MA.8.NSO.1.7			<p>See Lesson 2-2 SE</p>
26				
27	MA.8.NSO.1.7			<p>See Lesson 3-2 SE</p>
28				
29				
30		<p>Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?</p>	<p>Reviewer 1 comment: "No evidence of Critical Race Theory was noted within the instructional materials." Reviewer 2 comment: "Nothing noticed." Reviewer 3 comment: "No evidence of topic coverage."</p> <p>We do not include Critical Race Theory in our instructional materials, and no reviewer found any evidence of CRT in our materials.</p>	

	E	F	G
	Materials need to include examples of dilations not on the coordinate plane.	Lesson 8-6 was revised to focus on dilations not on the coordinate grid and the benchmark was updated to MA.8.GR.2.2. The revisions include updates to instruction, examples, and exercises.	
18	What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.	The TIE for lesson 8-6 will be updated and placed in the flipbook.	
19			
20	Alignment is fine What is intent of "connecting benchmark"? In this case, since it refers to grade 6 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.		
21			
22	Alignment is fine What is intent of "connecting benchmark"? In this case, since it refers to grade 6 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.		
23			
24	The updated examples are aligned but would like to see more examples of real-world. Wondering if this is embedded within other lessons that involve rational numbers (exponents and radicals).		
25			
26		The examples and exercises in Lesson 2-2 provide additional opportunities for students to meet the expectation of MA.8.NSO.1.7.	
27		The TIE for lesson 2-2 will be updated and placed in the flipbook.	
28		The examples and exercises in Lesson 3-2 provide additional opportunities for students to meet the expectation of MA.8.NSO.1.7.	
29		The TIE for lesson 3-2 will be updated and placed in the flipbook.	
30			

Lesson 2-2

Solve Equations Involving Roots

Learn Use Square Roots to Solve Equations

You can solve equations by using inverse operations. Inverse operations undo each other. Squaring and taking a square root are inverse operations.

Square a Number

$$9^2 = \square$$

Take the Square Root

$$\sqrt{81} = \square$$

To solve an equation of the form $x^2 = p$ for x , undo the operation of squaring x by taking the square root of each side.

$$x^2 = p$$

Write the equation.

$$\pm\sqrt{x^2} = \pm\sqrt{p}$$

Take the square root of each side.

$$x = \pm\sqrt{p}$$

Simplify.

There will be two solutions, a positive square root and a negative square root.

B.E.S.T. Standards

MA.8.AR.2.3

MA.8.NSO.1.7

Example 1 Use Square Roots to Solve Equations

Solve $t^2 = 169$.

$$t^2 = 169$$

Write the equation.

$$\pm\sqrt{t^2} = \pm\sqrt{169}$$

Take the square root of each side.

$$t = \pm \square$$

Definition of square root

$$t = 13 \text{ or } -13$$

Simplify.

So, the solutions to the equation are _____ and _____.

Check

Solve $y^2 = 144$.



You can complete **Extra Examples** and **Checks** online.

Talk About It!

Why is the solution to the equation both positive and negative?

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Vendor: SPi-Global	Grade: 8	

Example 2 Use Square Roots to Solve Equations

The aspect ratio of a hang glider allows it to glide through the air. The formula for the aspect ratio R is $R = \frac{s^2}{A}$, where s is the wingspan and A is the area of the wing.



What is the wingspan of a hang glider if its aspect ratio is 4.5 and the area of the wing is 50 square feet?

$$R = \frac{s^2}{A}$$

Write the equation.

$$4.5 = \frac{s^2}{50}$$

Replace R with 4.5 and A with 50.

$$(50)4.5 = \frac{s^2}{50}(50)$$

Multiply each side by 50.

$$\square = s^2$$

Simplify.

$$\sqrt{\square} = s$$

Take the square root of each side.

$$\square = s$$

Definition of square root

So, the wingspan of the hang glider is 15 feet.

Talk About It!

Why is -15 not an answer?

Check

The formula $A \approx 3.14r^2$ can be used to determine the approximate area of a circle where A is the area and r is the radius. If the area of a pizza is approximately 314 square inches, what is the radius?

Show your work here

Learn Use Cube Roots to Solve Equations

To solve an equation of the form $x^3 = p$ for x , undo the operation of cubing x by taking the cube root of each side.

$$\begin{aligned}x^3 &= p && \text{Write the equation.} \\ \sqrt[3]{x^3} &= \sqrt[3]{p} && \text{Take the cube root of each side.} \\ x &= \sqrt[3]{p} && \text{Simplify.}\end{aligned}$$

Example 3 Use Cube Roots to Solve Equations

Solve $h^3 = -64$.

$$\begin{aligned}h^3 &= -64 && \text{Write the equation.} \\ \sqrt[3]{h^3} &= \sqrt[3]{-64} && \text{Take the cube root of each side.} \\ h &= \square && \text{Definition of cube root}\end{aligned}$$

So, the solution to the equation is -4 .

Check

Solve $m^3 = 8$.

Show your work here

Pause and Reflect

What questions do you have about the lesson so far? How can you get your questions answered?

Record your observations here

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Talk About It!

Why is the solution negative?

Example 4 Use Cube Roots to Solve Equations

Dylan has a planter in the shape of a cube that holds 125 cubic inches of potting soil.

Solve the equation $s^3 = 125$ to find the side length s of the container. Check your solution.

To solve an equation of the form $x^3 = p$, take the cube root of each side of the equation.

$$s^3 = 125 \quad \text{Write the equation.}$$

$$\sqrt[3]{s^3} = \sqrt[3]{125} \quad \text{Take the cube root of each side.}$$

$$s = 5 \quad \text{Definition of cube root}$$

So, each side of the container is 5 inches.

Check the solution.

$$s^3 = 125 \quad \text{Write the equation.}$$

$$(5)^3 \stackrel{?}{=} 125 \quad \text{Replace } s \text{ with } 5.$$

$$125 = 125 \quad \text{Simplify. The solution, } 5, \text{ is correct.}$$

Check

A box that is shaped like a cube has a volume of 64 cubic centimeters. Solve $s^3 = 64$ to find the length s of one side of the box.

Show your work here

Pause and Reflect

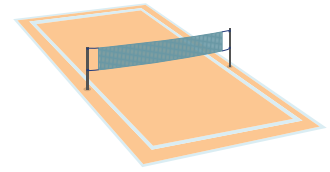
How can you help another student understand the concepts in this lesson?

Record your observations here

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Apply Beach Volleyball

A sand volleyball court is composed of two square sides separated by a net. Each side has an area of 64 square meters. The sand needs to be at least one meter deep. If one ton of sand will cover about 0.75 cubic meter, how many tons of sand are needed? If one ton of sand costs \$35, how much will it cost to fill the sand volleyball court? How many meters of boundary line will need to be ordered to mark the boundary of the court?



1. What is the task?

Make sure you understand exactly what question to answer or problem to solve. You may want to read the problem three times. Discuss these questions with a partner.

First Time Describe the context of the problem, in your own words.

Second Time What mathematics do you see in the problem?

Third Time What are you wondering about?

2. How can you approach the task? What strategies can you use?

Record your observations here

Talk About It!


How do you know the solutions will use the principle square root?

3. What is your solution?

Use your strategy to solve the problem.

Show your work here

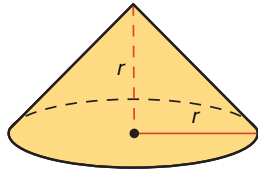
4. How can you show your solution is reasonable?

 **Write About It!** Write an argument that can be used to defend your solution.

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Check

The equation $V = \frac{1}{3}(3.14)r^3$ represents the approximate volume of a cone with a radius r and height that is the same distance as the radius. A cone-shaped pile of rock salt to be used during the winter season has a volume of 28.26 cubic feet. A border of bricks is placed around the circumference so that the salt does not wash away. What is the approximate circumference of the border of bricks? Circumference can be found using $C = 2\pi r$. Use 3.14 for π .



Show your work here

Pause and Reflect

How have you shown others you respect their ideas?

Record your observations here

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Practice



Solve each equation. (Example 1)

1. $x^2 = 4$

2. $m^2 = 144$

3. $w^2 = 25$

4. The basin of a water fountain is square-shaped and has an area of 16 square feet. Solve $s^2 = 16$ to find the length s of one side of the basin. (Example 2)

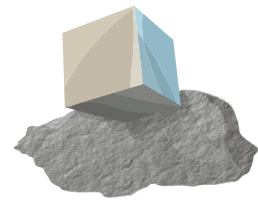
Solve each equation. (Example 3)

5. $k^3 = -1$

6. $d^3 = 27$

7. $g^3 = -125$

8. The mineral *pyrite* can sometimes form into cube-shaped crystals. The cube shown has a volume of 27 cubic inches. Solve $s^3 = 27$ to find the length s of one side of the pyrite. (Example 4)



9. Consider the pattern shown in the table of positive x and x^2 values.

x	x^2
3	9
30	900
300	90,000

Using the pattern, solve the equation $x^2 = 9,000,000$.

11. If $x^2 = 16$, find x^3 .

10. Consider the pattern shown in the table of positive x and x^2 values.

x	x^2
4	16
0.4	0.16
0.04	0.0016

Using the pattern, solve the equation $x^2 = 0.000016$.

12. If $x^3 = 125$, find x^2 .

Apply

13. The height h in feet that a pole vaulter can reach can be estimated using the formula $h = \frac{v^2}{20}$, where v is the velocity of the athlete in feet per second. If the height for a women's pole vault is about 9.8 feet, about how fast was the holder running? How far will the pole vaulter run in 2 seconds?
14. The formula $h = 16t^2$ describes the time t in seconds that it takes for an object to fall from a height of h feet. An object is dropped from a height of 1,600 feet. How many seconds does it take to reach the ground?
15. **ASSESS REASONABLENESS** Deisha says that the equation $x^2 = -25$ is unable to be solved. Do you agree? Why or why not?
16. **BUILD PERSEVERANCE** Solve the equation $5x^2 - 10 = 70$.
17. Determine if the following statement is *true* or *false*. If *false*, give a counterexample. *The cube root of zero is zero.*
18. **BUILD PERSEVERANCE** Solve the equation $x^2 = 1.21$.

From: Harvey, Kim <Kim.Harvey@mheducation.com>

Sent: Tuesday, May 17, 2022 11:45 AM EDT

To: Baumbach; Amber

CC: Bennett, Wayne; Patton, Sallie; Tullos, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter; Danaher, Cathleen; Sheridan, Dawn

Subject: Grade 8 PDFs Email 2 of 4

Attachment(s): "SE L3-2.pdf"

Amber,

Attaching 2nd set of PDFs.

Regards,

Kim

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Write and Solve Equations with Variables on Each Side

Explore Write and Solve Equations with Variables on Each Side



B.E.S.T. Standards
MA.8.AR.2.1
MA.8.NSO.1.7

INQUIRY Why is writing an equation a useful way to solve a real-world problem?

Complete the table that compares the costs at each bowling alley based on the number of games bowled.

Number of Games (g)	Bowling Alley A (\$) $5.95g$	Bowling Alley B (\$) $4.45g + 3.00$
1	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>
5	<input type="text"/>	<input type="text"/>

Clear All Check Answer

Learn Write and Solve Equations with Variables on Each Side

You can represent many real-world problems using equations.

A music streaming website offers two plans. The first plan costs \$0.99 per song plus an initial fee of \$25. The second plan costs \$1.50 per song plus an initial fee of \$10. For how many songs will the two plans cost the same?

Words
a fee of \$25 plus \$0.99 per song is the same as a fee of \$10 plus \$1.50 per song
Variables
Let s represent the number of songs.
Equation
$25 + 0.99s = 10 + 1.50s$

Talk About It!

What will a solution to the equation represent within the context of the problem?

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You can complete **Extra Examples** and **Checks** online.



Example 1 Write and Solve Equations with Variables on Each Side

Green's Gym charges a one-time application fee of \$50 plus \$30 per session for a personal trainer. Breakout Gym charges an annual fee of \$250 plus \$10 for each session with a trainer.

For how many sessions in the first year is the cost of the two plans the same? Write and solve an equation to represent this problem. Check your solution.

Think About It!

What is the unknown in this problem?

Part A Write an equation to represent the problem.

Let s represent the number of _____. Write an equation that models when the cost of the two plans are equal to each other.

Green's Gym		Breakout Gym
$50 + \square =$	$=$	$\square + 10s$

Part B Solve the equation.

$50 + 30s = 250 + 10s$	Write the equation.
$- 10s = - 10s$	Subtraction Property of Equality
<hr/>	
$50 + \square = \square$	Simplify.
$- 50 = - 50$	Subtraction Property of Equality
<hr/>	
$\square = \square$	Simplify.
$\frac{20s}{20} = \frac{200}{20}$	Division Property of Equality
$s = \square$	Simplify.

So, the cost is the same for 10 personal trainer sessions.

Check the solution.

Green's Gym		Breakout Gym
$50 + 30s = 50 + 30(10)$	Replace s with 10.	$250 + 10s = 250 + 10(10)$
$= 50 + 300$	Multiply.	$= 250 + 100$
$= \square$	Simplify.	$= \square$

Talk About It!

Suppose a customer plans to have a personal training session once a month, for one year. Which gym is more cost effective for them to choose? Explain.

Check

A container has 130 gallons of water and is being filled at a rate of $\frac{1}{4}$ gallon each second. Another container has 200 gallons of water and is draining at a rate of $\frac{1}{3}$ gallon each second.

Part A

Which equation could be used to determine s , the number of seconds, when the two containers have the same amount of water?

- A. $130 + \frac{1}{3}s = 200 - \frac{1}{4}s$ C. $200 + \frac{1}{3}s = 130 - \frac{1}{4}s$
B. $130 + \frac{1}{4}s = 200 - \frac{1}{3}s$ D. $4 + \frac{1}{130}s = 3 - \frac{1}{200}s$

Part B

After how many seconds will the two containers have the same amount of water?



Example 2 Write and Solve Equations with Variables on Each Side

Ryan's Rentals charges \$40 per day plus \$0.25 per mile. Road Trips charges \$25 per day plus \$0.45 per mile.

For what number of miles is the daily cost of renting a car the same? Write and solve an equation to represent this problem. Check your solution.

Part A Write an equation.

Let m represent the number of _____. Write an equation that models when the cost of the two rentals are equal.

Ryan's Rentals		Road Trips		
$40 +$	<input type="text"/>	$=$	<input type="text"/>	$+ 0.45m$

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(continued on next page)

Talk About It!

Which company is more cost effective to use if you plan to drive 50 miles in one day? 150 miles? Explain.

Part B Solve the equation.

$$40 + 0.25m = 25 + 0.45m$$
$$- 0.25m = - 0.25m$$

$$\boxed{} = 25 + \boxed{}$$

$$- 25 = - 25$$

$$\boxed{} = \boxed{}$$

$$\frac{15}{0.20} = \frac{0.20m}{0.20}$$

$$\boxed{} = m$$

Write the equation.

Subtraction Property of Equality

Simplify.

Subtraction Property of Equality

Simplify.

Division Property of Equality

Simplify.

So, the cost is the same for 75 miles in one day.

Check the solution.

Ryan's Rentals

$$40 + 0.25m$$

$$= 40 + (0.25)75$$

$$= 40 + \boxed{}$$

$$= \boxed{}$$

Replace m with 75.

Multiply.

Simplify.

Road Trips

$$25 + 0.45m$$

$$= 25 + (0.45)75$$

$$= 25 + \boxed{}$$

$$= \boxed{}$$

Check

Annie is comparing the cost to ship a package. One shipping company charges \$7 for the first pound and \$0.20 for each additional pound a package weighs. Another shipping company charges \$5 for the first pound and \$0.30 for each additional pound.

Part A

Which equation could be used to determine p , the number of pounds, when the costs for the two shipping companies are the same?

A. $7 + 0.30p = 5 + 0.20p$

C. $7 + 0.20p = 5 + 0.30p$

B. $0.20 + 7p = 0.30 + 5p$

D. $7 + 20p = 5 + 30p$

Part B

For how many pounds is the cost of the two shipping companies the same?

Show your work here

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Apply Home Improvement

Suppose you are replacing the carpet in a living room where the length of the living room is five feet shorter than twice its width, w . Tack strip is placed around the perimeter of the room, which is equal to five times the width. If carpet costs \$2.99 a square foot, what is the total cost to carpet the living room?

1. What is the task?

Make sure you understand exactly what question to answer or problem to solve. You may want to read the problem three times. Discuss these questions with a partner.

First Time Describe the context of the problem, in your own words.

Second Time What mathematics do you see in the problem?

Third Time What are you wondering about?

2. How can you approach the task? What strategies can you use?


Record your observations here

3. What is your solution?

Use your strategy to solve the problem.

Show your work here

4. How can you show your solution is reasonable?

 **Write About It!** Write an argument that can be used to defend your solution.



Watch the animation.

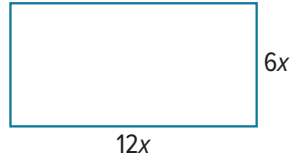


Talk About It!

How could you solve this problem another way?

Check

A rectangular bathroom with the side lengths shown is being covered with tiles, where x is the length, in feet, of a square tile. The perimeter is equal to $48x - 6$. If each square foot of tile costs \$8.49, what is the total cost to tile the bathroom?



Show your work here

Pause and Reflect

How will you study the concepts in today's lesson? Describe some steps you can take.

Record your observations here

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Practice



Write and solve an equation for each exercise. Check your solution. (Examples 1 and 2)

1. Marko has 45 comic books in his collection, and Tamara has 61 comic books. Marko buys 4 new comic books each month and Tamara buys 2 comic books each month. After how many months will Marko and Tamara have the same number of comic books?

2. A fish tank has 150 gallons of water and is being drained at a rate of $\frac{1}{2}$ gallon each second. A second fish tank has 120 gallons of water and is being filled at a rate of $\frac{1}{4}$ gallon each second. After how many seconds will the two fish tanks have the same amount of water?

3. Shipping Company A charges \$14 plus \$2.25 a pound to ship overnight packages. Shipping Company B charges \$20 plus \$1.50 a pound to ship an overnight package. For what weight is the charge the same for the two companies?

4. A bicycle rental company charges a \$20 fee plus \$5.50 per hour to rent a bicycle. Another bicycle rental company charges a \$15 fee plus \$6.50 per hour to rent a bicycle. For what number of hours is the cost for the rental the same?

5. Deanna and Lulu are playing games at the arcade. Deanna starts with \$15, and the machine she is playing costs \$0.75 per game. Lulu starts with \$13, and her machine costs \$0.50 per game. After how many games will the two friends have the same amount of money remaining? Let g represent the number of games.

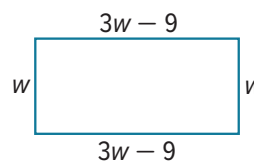
Equation:

Number of Games:

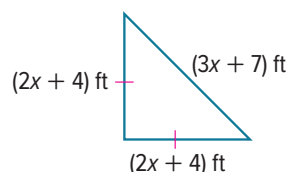
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Vendor: SPi-Global	Grade: 8	

Apply

6. Aiden is replacing the tile in a rectangular kitchen. The length of the kitchen is nine feet shorter than three times its width, w . The perimeter of the kitchen is six times the width. If tiles cost \$1.69 a square foot, what is the total cost to tile the kitchen?



7. Hailey is putting up a fence in the shape of an isosceles triangle in her backyard. The fence has side lengths as shown, where x represents the number of feet in each fence section. The perimeter of the fence can be covered using 8 total fence sections represented by the expression $8x$. If fencing costs \$6.50 a foot, what would be the total cost of the fence?



8. **CREATE** Write a real-world problem that can be solved using the equation $9 + 4x = 21 - 2x$.

9. Ling worked three more hours on Tuesday than she did on Monday. On Wednesday, she worked one hour more than twice the number of hours that she worked on Monday. The total number of hours is two more than five times the number of hours worked on Monday. Write and solve an equation to find the number of hours she worked on Monday.

10. **FIND THE ERROR** A student wrote the equation $22 + 4 = 6s + 12s$ to represent the problem shown below. Find his mistake and correct it.

Darnell and Emma are college students. Darnell currently has 22 credits and he plans on taking 6 credits per semester. Emma has 4 credits and plans to take 12 credits per semester. After how many semesters, s , will Darnell and Emma have the same number of credits?

From: Harvey, Kim <Kim.Harvey@mheducation.com>

Sent: Tuesday, May 17, 2022 11:46 AM EDT

To: Baumbach; Amber

CC: Bennett, Wayne; Patton, Sallie; Tullos, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter; Danaher, Cathleen; Sheridan, Dawn

Subject: Grade 8 PDFs Email 3 of 4

Attachment(s): "SE_L8-5.pdf"

Amber,

Attaching 3rd set of PDFs.

Regards,

Kim

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Dilations

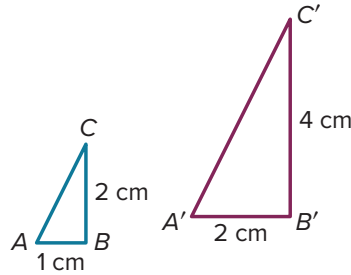
Learn Dilations and Scale Factor

B.E.S.T. Standards
MA.8.GR.2.3

A **dilation** is a transformation which is similar to a scale drawing. It uses a **scale factor** to enlarge or reduce a figure proportionally. Scale factor is the ratio of the side lengths of the image to the side lengths of the preimage.

The preimage and the image are the same shape, but not necessarily the same size. If the scale factor is greater than one, the image is enlarged. If the scale factor is between 0 and 1, the image is reduced. If the scale factor is equal to one, the image is the same size as the preimage.

The scale factor of the dilation shown is found using the ratio of a side length of $\triangle A'B'C'$ to a side length of $\triangle ABC$. The notation CB represents the length of the line segment with endpoints C and B .



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$$\frac{C'B'}{CB} = \frac{4}{2} \text{ or } \square$$

The ratio of $C'B'$ to CB is 4:2, or 2. This means the scale factor used to dilate the figure is 2. Since the scale factor is greater than 1, the image was enlarged.

The map of the United States is a dilation of the actual United States. The map's key gives the scale factor, which represents the ratio of one length on the map to the corresponding length in the actual United States.



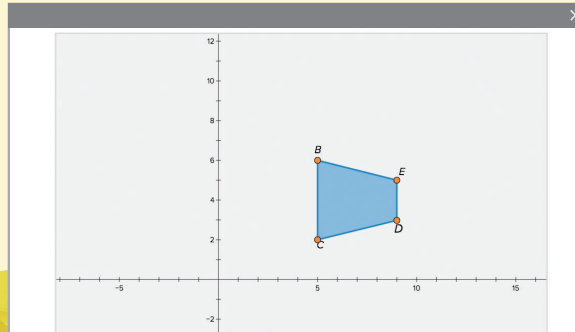
Talk About It!
Is the ratio of $A'B'$ to AB equivalent to the ratio of $C'B'$ to CB ? Explain.

Handwritten notes area with horizontal lines for writing.

Explore Dilate Figures on the Coordinate Plane



INQUIRY How does the scale factor change the size and coordinates of a figure after a dilation relative to the origin?



Learn Dilations on a Coordinate Plane

A dilation is a transformation that enlarges or reduces a figure by a scale factor relative to a center point. That point is called the **center of dilation**.

Talk About It!

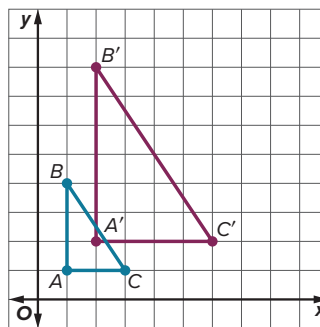
On the model, why is $k = 2$?

Words

When the center of dilation in the coordinate plane is the origin, each coordinate of the preimage is multiplied by the scale factor k to find the coordinates of the image.

Model

$$(x, y) \rightarrow (2x, 2y)$$



Variables

$$(x, y) \rightarrow (kx, ky)$$

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(continued on next page)

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The value for the scale factor k determines whether the dilation is an enlargement, a reduction, or if the dilation does not alter the size.

Enlargement	
Words	Model
A dilation with a scale factor of k will be an image larger than the original if $k > 1$.	
Symbols	
$(x, y) \rightarrow (2x, 2y)$	
Reduction	
Words	Model
A dilation with a scale factor of k will be an image smaller than the original if $0 < k < 1$.	
Symbols	
$(x, y) \rightarrow \left(\frac{1}{2}x, \frac{1}{2}y\right)$	
No Change	
Words	Model
A dilation with a scale factor of k will be an image the same size as the original if $k = 1$.	
Symbols	
$(x, y) \rightarrow (1x, 1y)$	

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Talk About It!

Determine whether each scale factor enlarges, reduces, or keeps a figure the same size. Explain.

$\frac{2}{3}, 6, 1$



You can complete **Extra Examples** and **Checks** online.



Example 1 Graph Dilations

Triangle ABC has vertices $A(-2, 1)$, $B(-4, 5)$, and $C(3, 2)$.

Graph the image of the figure after a dilation with a scale factor of 2.

Think About It!

Is the dilation an enlargement or a reduction?

Step 1 Find the coordinates of the image.

The coordinate notation of the dilation is $(x, y) \rightarrow (2x, 2y)$. Multiply the coordinates of each vertex by 2.

$$A(-2, 1) \rightarrow (2 \cdot -2, 2 \cdot 1) \rightarrow A'(\quad, \quad)$$

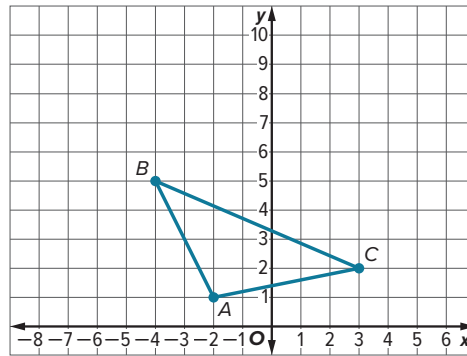
$$B(-4, 5) \rightarrow (2 \cdot -4, 2 \cdot 5) \rightarrow B'(\quad, \quad)$$

$$C(3, 2) \rightarrow (2 \cdot 3, 2 \cdot 2) \rightarrow C'(\quad, \quad)$$

Talk About It!

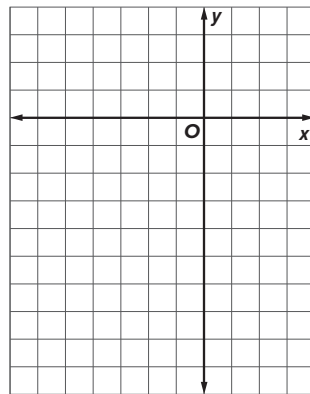
Compare and contrast the image and the preimage.

Step 2 Use the coordinates of $A'B'C'$ to graph the image on the coordinate plane.



Check

Triangle DEF has vertices $D(-2, -1)$, $E(0, 1)$, and $F(1, -3)$. Graph the triangle and its image after a dilation with a scale factor of 3.



Show your work here

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Example 2 Graph Dilations

Triangle JKL has vertices $J(3, 8)$, $K(10, 6)$, and $L(8, 2)$.

Graph the image after a dilation with a scale factor of $\frac{1}{2}$.

Step 1 Find the coordinates of the image.

The coordinate notation of the dilation is $(x, y) \rightarrow (\frac{1}{2}x, \frac{1}{2}y)$.

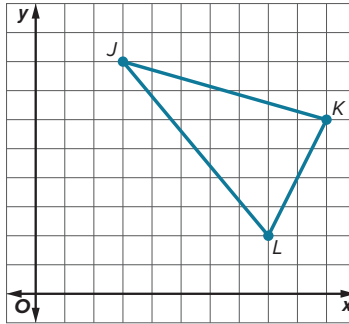
Multiply the coordinates of each vertex by $\frac{1}{2}$.

$$J(3, 8) \rightarrow \left(\frac{1}{2} \cdot 3, \frac{1}{2} \cdot 8\right) \rightarrow J'\left(\frac{3}{2}, 4\right)$$

$$K(10, 6) \rightarrow \left(\frac{1}{2} \cdot 10, \frac{1}{2} \cdot 6\right) \rightarrow K'(\quad, \quad)$$

$$L(8, 2) \rightarrow \left(\frac{1}{2} \cdot 8, \frac{1}{2} \cdot 2\right) \rightarrow L'(\quad, \quad)$$

Step 2 Use the coordinates of $J'K'L'$ to graph the image on the coordinate plane.

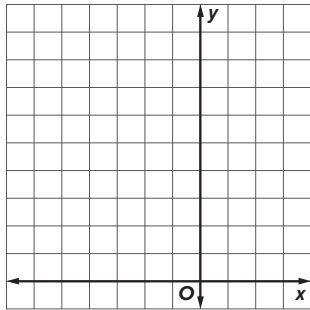


Talk About It!

Compare and contrast the image and the preimage.

Check

Triangle EFG has vertices $E(-6, 9)$, $F(3, 6)$, and $G(-3, 3)$. Graph the triangle and its image after a dilation with a scale factor of $\frac{1}{3}$.



Show your work here

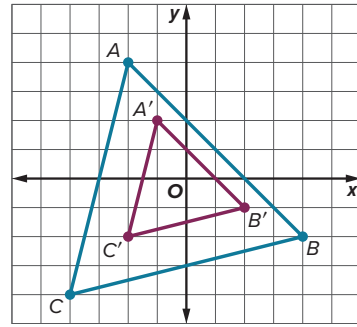
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Think About It!

Which figure is the preimage? How does the image compare in size to the preimage?

Example 3 Describe Dilations

Use coordinate notation to describe the dilation.



Compare the coordinates of the preimage and the image.

$$A(\quad, \quad) \rightarrow A'(\quad, \quad)$$

$$B(\quad, \quad) \rightarrow B'(\quad, \quad)$$

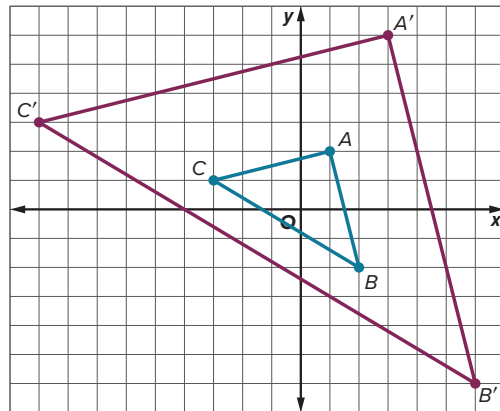
$$C(\quad, \quad) \rightarrow C'(\quad, \quad)$$

The coordinates of the image are half of the coordinates of the preimage. The scale factor is $\frac{1}{2}$. So, the dilation is a reduction and the coordinate notation is $(x, y) \rightarrow (\frac{1}{2}x, \frac{1}{2}y)$.

Check

Use coordinate notation to describe the dilation.

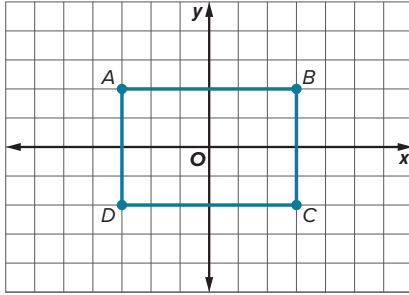
Show your work here



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Apply Consumer Science

The graph shows the scale drawing for a new fence that Olivia is building on her horse farm. Each unit on the graph represents 8 feet of fencing. After studying the plans, Olivia decides she would like to build a fence that encloses a greater area. If Olivia dilates Rectangle $ABCD$ by a scale factor of 2, and fencing costs \$12.50 per foot, how much will she spend on fencing?



1. What is the task?

Make sure you understand exactly what question to answer or problem to solve. You may want to read the problem three times. Discuss these questions with a partner.

First Time Describe the context of the problem, in your own words.

Second Time What mathematics do you see in the problem?

Third Time What are you wondering about?

2. How can you approach the task? What strategies can you use?

Record your observations here

3. What is your solution?

Use your strategy to solve the problem.

Show your work here

4. How can you show your solution is reasonable?

Write About It! Write an argument that can be used to defend your solution.

GO ONLINE Watch the animation.

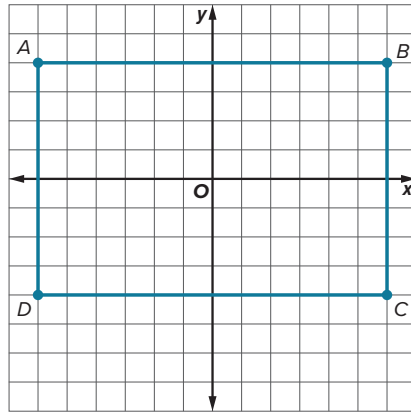


Talk About It!


Compare the perimeters of the preimage and the image. What do you notice? How does this relate to scale factor?

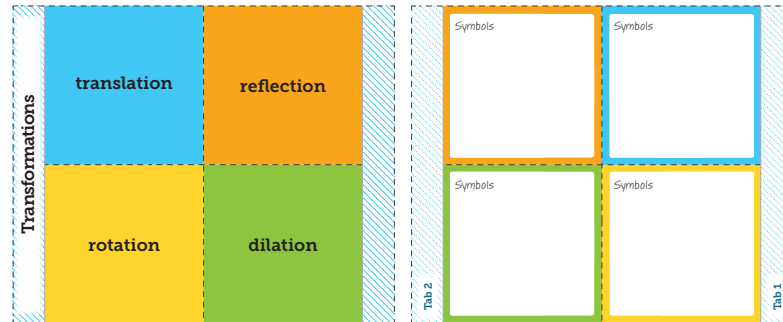
Check

The graph shows the scale drawing for a new fence that Oliver is building in his back yard for his dog. Each unit on the graph represents 10 feet of fencing. After studying the plans, he decides he would like to build a fence that encloses a smaller area. If Oliver dilates Rectangle $ABCD$ by a scale factor of 0.75, and fencing costs \$8.30 per foot, how much will he spend on fencing?



Show your work here

 **Foldables** It's time to update your Foldable, located in the Module Review, based on what you learned in this lesson. If you haven't already assembled your Foldable, you can find the instructions on page FL1.



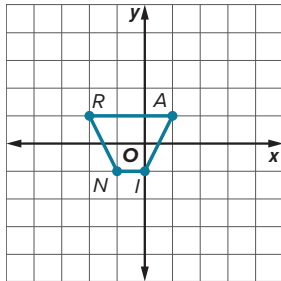
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Practice

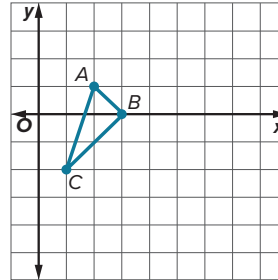


Practice • Spiral Review • Extra Practice

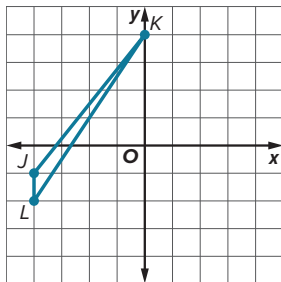
1. Trapezoid $RAIN$ has vertices $R(-2, 1)$, $A(1, 1)$, $I(0, -1)$, and $N(-1, -1)$. Graph the image of the figure after a dilation with a scale factor of 2. (Example 1)



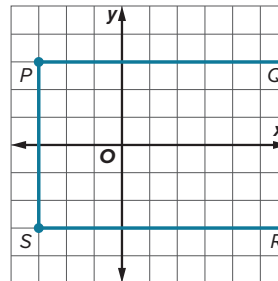
2. Triangle ABC has vertices $A(2, 1)$, $B(3, 0)$, and $C(1, -2)$. Graph the image of the figure after a dilation with a scale factor of 3. (Example 1)



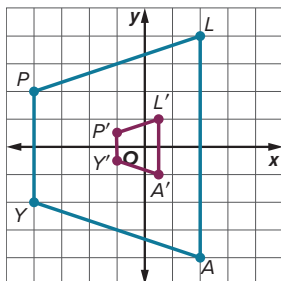
3. Triangle JKL has vertices $J(-4, -1)$, $K(0, 4)$, and $L(-4, -2)$. Graph the image of the figure after a dilation with a scale factor of 0.5. (Example 2)



4. Rectangle $PQRS$ has vertices $P(-3, 3)$, $Q(6, 3)$, $R(6, -3)$, and $S(-3, -3)$. Graph the image of the figure after a dilation with a scale factor of $\frac{1}{3}$. (Example 2)



5. Use coordinate notation to describe the dilation. (Example 3)

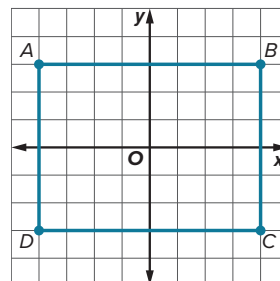


6. Keisha used a photo that measured 4 inches by 6 inches to make a copy that measured 8 inches by 12 inches. What is the scale factor of the dilation?

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Apply

For Exercises 7 and 8, use the graph of Rectangle $ABCD$.



- Suppose the graph represents the scale drawing for a fence that Tara is building for a new city dog park. Each unit on the graph represents 12 yards. After studying the plans, Tara decides to build a fence that encloses a smaller area. If Tara dilates Rectangle $ABCD$ by a scale factor of 0.75, and fencing costs \$6.39 per yard, how much will she spend on fencing?
- Suppose the graph of Rectangle $ABCD$ shows the scale drawing for a safety fence that Kenny is setting up around a construction area. Each unit on the graph represents 25 feet. After studying the plans, Kenny decides to build a fence that encloses a larger area. If Kenny dilates Rectangle $ABCD$ by a scale factor of 2.5, and fencing costs \$5.25 per foot, how much will he spend on fencing?

- BUILD PERSEVERANCE** The coordinates of two triangles are shown in the table. Is XYZ a dilation of JKL ? Write an argument that can be used to defend your solution.

$\triangle JKL$		$\triangle XYZ$	
J	(a, b)	X	$(3a, 6b)$
K	(c, d)	Y	$(3c, 6d)$
L	(a, d)	Z	$(3a, 6d)$

- FIND THE ERROR** Kelly is finding the coordinates of the image of a polygon with vertices $W(2, 2)$, $X(2, 4)$, $Y(4, 4)$, and $Z(4, 2)$ after a dilation with a scale factor of 3. Describe her error and explain how to correct it.

The coordinates of $W'X'Y'Z'$ are $W'(2, 6)$, $X'(2, 12)$, $Y'(4, 12)$, and $Z'(4, 6)$.

- Determine whether the following statement is *always*, *sometimes*, or *never* true. Write an argument that can be used to defend your solution.

A preimage and its dilated image are the same shape but different sizes.

From: Harvey, Kim <Kim.Harvey@mheducation.com>

Sent: Tuesday, May 17, 2022 11:46 AM EDT

To: Baumbach; Amber

CC: Bennett, Wayne; Patton, Sallie; Tullos, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter; Danaher, Cathleen; Sheridan, Dawn

Subject: Grade 8 PDFs Email 4 of 4

Attachment(s): "SE_L8-6.pdf"

Amber,

Attaching final set of PDFs.

Regards,

Kim

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Similarity and Transformations

Learn Similarity

In a dilation, the scale factor is the ratio of the side lengths of the image to the side lengths of the preimage. When the scale factor is not equal to one, a dilation changes the size of a figure, but does not change the shape of a figure. If the size is changed, the image and the preimage are similar, and *not* congruent. When the scale factor is one, the figures are congruent.

B.E.S.T. Standards
MA.8.GR.2.2

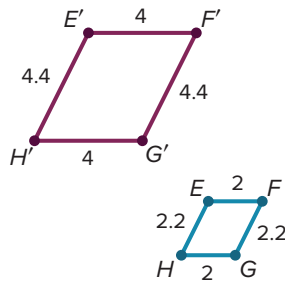
The following are dilations of rectangle $ABCD$.

Scale Factor 0.5	Scale Factor 1.0	Scale Factor 1.5

You can show two figures are **similar** if the second can be obtained from the first by a dilation with a scale factor not equal to one.

Since a dilation does not change the shape of a figure, the image and the preimage are similar.

Parallelogram $E'F'G'H'$ is the dilated image of parallelogram $EFGH$, with a scale factor of 2.



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(continued on next page)

Talk About It!

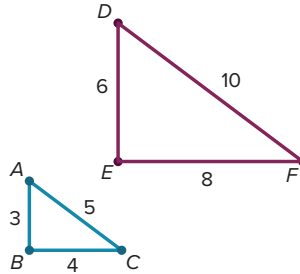
Compare and contrast using transformations to prove that two triangles are congruent versus using transformations to prove that two triangles are similar.

You can use transformations to determine if $\triangle ABC$ is similar to $\triangle DEF$.

Write ratios comparing the lengths of each side.

$$\frac{DF}{AC} = \frac{10}{5} \text{ or } \frac{2}{1} \quad \frac{EF}{BC} = \frac{8}{4} \text{ or } \frac{2}{1} \quad \frac{DE}{AB} = \frac{6}{3} \text{ or } \frac{2}{1}$$

Because the ratios of the corresponding sides are the same, $\triangle DEF$ is the dilated image of $\triangle ABC$ with a scale factor of 2.



So, the triangles are similar because $\triangle ABC$ can be mapped onto $\triangle DEF$ by using a dilation with a scale factor of 2.

Example 1 Determine Similarity

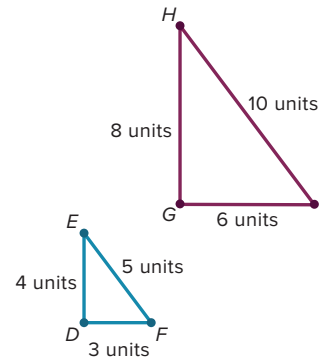
Are the two figures similar? If so, describe the dilation that maps $\triangle DEF$ onto $\triangle GHI$. If not, explain why they are not similar.

Part A Determine if the two figures are similar.

Step 1 Determine if a dilation occurred by examining the ratios of the side lengths.

$$\frac{GH}{DE} = \frac{8}{4} \text{ or } \square \quad \frac{GI}{DF} = \frac{6}{3} \text{ or } \square$$

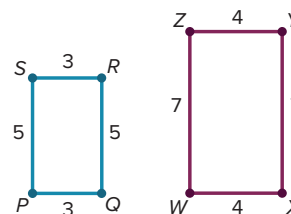
$$\frac{HI}{EF} = \frac{10}{5} \text{ or } \square$$



Because the ratios are equal, corresponding sides are proportional. So, a dilation with a scale factor of 2 is a possible transformation that maps $\triangle DEF$ onto $\triangle GHI$.

Example 2 Determine Similarity

Are the two figures similar? If so, describe a dilation that maps rectangle $WXYZ$ onto rectangle $PQRS$. If not, explain why they are not similar.



Write ratios comparing the lengths of each side of the rectangles.

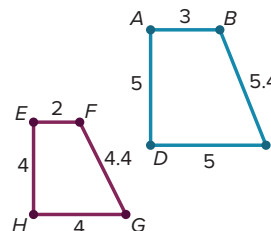
$$\frac{SP}{ZW} = \frac{\square}{\square} \quad \frac{PQ}{WX} = \frac{\square}{\square}$$

$$\frac{QR}{XY} = \frac{\square}{\square} \quad \frac{RS}{YZ} = \frac{\square}{\square}$$

The ratios are not equivalent. So, the two rectangles are not similar because a dilation did not occur.

Check

Are the two figures similar? If so, describe a dilation that maps trapezoid $ABCD$ onto trapezoid $EFGH$. If not, explain why they are not similar.



Part A Determine if the figures are similar.

Part B If the figures are similar, describe a dilation that maps trapezoid $ABCD$ onto trapezoid $EFGH$. If the figures are not similar, explain why they are not similar.

Show your work here

Learn Identify Scale Factor

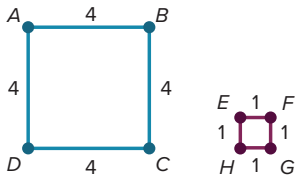
Similar figures have the same shape, but may have different sizes. The sizes of the two similar figures are related to the scale factor of the dilation.

If the scale factor of the dilation is ...	then the dilated figure is ...
between 0 and 1	smaller than the original
equal to 1	the same size as the original
greater than 1	larger than the original

You can determine the scale factor of a dilation that maps one figure onto a similar figure.

Example 3 Identify Scale Factor

Square $ABCD$ is similar to square $EFGH$. Identify the scale factor of the dilation that maps square $ABCD$ onto square $EFGH$.



Since the figures are similar, a dilation occurred. Find the scale factor of the dilation.

Write the ratios comparing the side lengths.

$$\frac{EF}{AB} = \frac{\square}{\square} \quad \frac{FG}{BC} = \frac{\square}{\square}$$

$$\frac{GH}{CD} = \frac{\square}{\square} \quad \frac{HE}{DA} = \frac{\square}{\square}$$

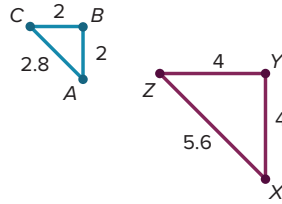
So, the scale factor of the dilation is $\frac{1}{4}$.

Think About It!

Without calculating, is the scale factor of the dilation *between 0 and 1, equal to 1, or greater than 1?*

Check

Triangle ABC is similar to triangle XYZ . Identify the scale factor of the dilation that maps triangle ABC onto triangle XYZ .



Show your work here

Pause and Reflect

Compare and contrast *congruent figures* and *similar figures*. How are they alike? How are they different?

Record your observations here

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Example 4 Use the Scale Factor

Ken enlarges the photo shown by a scale factor of 2 for his web page. He then enlarges the web page photo by a scale factor of 1.5 to print. The original photo is 2 inches by 3 inches.



Carl Borralami/Spores Images/Blend Images

What are the dimensions of the print photo? Are the enlarged photos similar to the original?

Part A Find the dimensions.

Multiply each dimension of the original photo by 2 to find the dimensions of the web page photo.

$$2 \text{ in.} \times 2 = \underline{\hspace{2cm}} \text{ in.}$$

$$3 \text{ in.} \times 2 = \underline{\hspace{2cm}} \text{ in.}$$

So, the web page photo will be 4 inches by 6 inches.

Multiply the dimensions of that photo by 1.5 to find the dimensions of the print.

$$4 \text{ in.} \times 1.5 = \underline{\hspace{2cm}} \text{ in.}$$

$$6 \text{ in.} \times 1.5 = \underline{\hspace{2cm}} \text{ in.}$$

So, the printed photo will be 6 inches by 9 inches.

Part B Determine similarity.

Each enlargement was the result of a _____.

So, all three photos are similar.

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Talk About It!

Would the dimensions of the print be the same if Ken first dilated the photo by a scale factor of 1.5 and then by a scale factor of 2? Why or why not?

Check

An art show offers different-sized prints of the same painting. The original print measures 24 centimeters by 30 centimeters. A printer enlarges the original by a scale factor of 1.5, and then enlarges the second image by a scale factor of 3.

Part A

What are the dimensions of the largest print?

Part B

Are both of the enlarged prints similar to the original?

Show your work here

Pause and Reflect

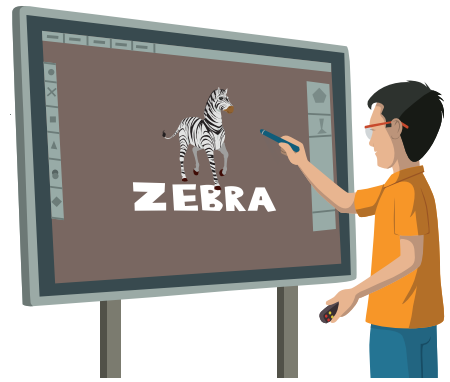
How will you study the concepts in today's lesson? Describe some steps you can take.

Record your observations here

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Apply Careers

A designer enlarges an image with a length of 6 centimeters and width of 9 centimeters by a scale factor of 3. The designer decides that the enlarged image is too large and reduces it by a scale factor of 0.5. Will the final image fit into a rectangular space that has an area of 121 square centimeters? Explain your answer.



1. What is the task?

Make sure you understand exactly what question to answer or problem to solve. You may want to read the problem three times. Discuss these questions with a partner.

First Time Describe the context of the problem, in your own words.

Second Time What mathematics do you see in the problem?

Third Time What are you wondering about?

2. How can you approach the task? What strategies can you use?

Record your observations here

3. What is your solution?

Use your strategy to solve the problem.

Show your work here

4. How can you show your solution is reasonable?

Write About It! Write an argument that can be used to defend your solution.


Talk About It!

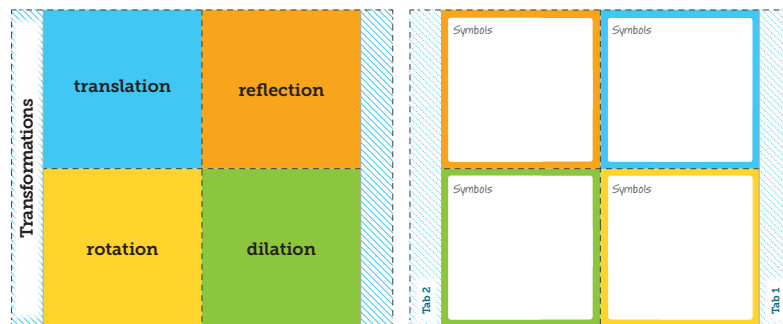
How did the properties of similar figures help you solve the problem?

Check

An artist enlarges a rectangular painting that has a length of 12 inches and width of 16 inches by a scale factor of 2. He then decides to reduce the enlarged image by a scale factor of 0.4. Will the final painting fit into a rectangular frame that has an area of 120 square inches? Write an argument that can be used to defend your solution.

Show your work here

 **Foldables** It's time to update your Foldable, located in the Module Review, based on what you learned in this lesson. If you haven't already assembled your Foldable, you can find the instructions on page FL1.



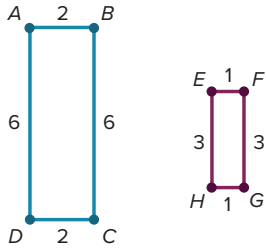
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Practice

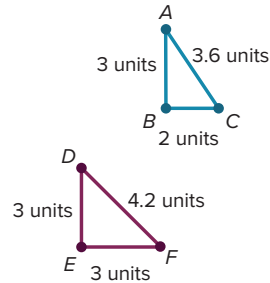


Determine if each pair of figures is similar. If so, describe a dilation that maps one figure onto the other figure. If not, explain why they are not similar. (Examples 1 and 2)

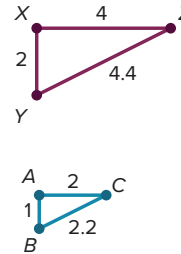
1.



2.



3. Triangle ABC is similar to $\triangle XYZ$. Determine the scale factor of the dilation that maps $\triangle ABC$ onto $\triangle XYZ$. (Example 3)



4. Jenna is creating a mural for her bedroom wall. She would like to copy a picture that is 2 inches by 2.5 inches. She uses a copy machine to enlarge it by a scale factor of 4. Then she projects it on her wall by a scale factor of 12. What are the dimensions of the mural? Are the enlarged pictures similar to the original? (Example 4)

5. Which sequence of transformations can be used to show that two figures are similar but not necessarily congruent?

- A. dilation and rotation
- B. translation and reflection
- C. reflection and rotation
- D. rotation and translation

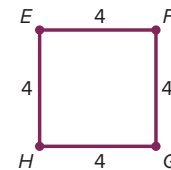
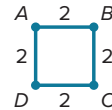
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Apply

6. A graphic designer enlarges a rectangular image with a length of 3 inches and width of 5 inches by a scale factor of 2. Then he decides that the enlarged image is too large and reduces it by a scale factor of 0.25. Will the final image fit into a rectangular space that has an area of 3.5 square inches? Justify your response.
7. An artist needs to reduce the size of a painting. The original dimensions of the painting are 12 inches by 20 inches. She reduces the painting by a scale factor of $\frac{1}{4}$. She then decides that the reduced image is too small and enlarges it by a scale factor of 2. Will the final image fit in a rectangular space that has an area of 55 square inches? Justify your response.

8. **BUILD PERSEVERANCE** Square $ABCD$ is similar to square $EFGH$ because a dilation with a scale factor of 2, followed by a translation to the right maps square $ABCD$ onto square $EFGH$.

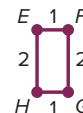
- a. If you perform the translation first and then the dilation, will the squares still map onto one another? Explain.



- b. Describe a sequence of transformations that maps square $ABCD$ onto square $EFGH$, in which the first transformation is a translation.

9. **CREATE** Draw a two-dimensional figure. Then perform a series of two transformations on the figure. Which figures are congruent? Which figures are similar?

10. **FIND THE ERROR** A student concluded that rectangle $ABCD$ is similar to rectangle $EFGH$ because a dilation with a scale factor of 0.5 and a translation maps rectangle $ABCD$ onto rectangle $EFGH$. Find the student's mistake and correct it.



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From: Bedford, Freeman & Worth Publishing <hsmarketing@bfpwpub.com>

Sent: Tuesday, February 08, 2022 10:36 AM EST

To: Seeds; Cathy

Subject: Help for students who buy their own AP® books

[BFW High School](#)

Do your students buy their own AP® books?

Yes

No

Times are tough. Let us take something off your plate. You can help your students and yourself by referring them to the [BFW Online Store](#) for marketing-leading AP® textbooks by BFW Publishers.

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You may still receive transactional messages from Bedford, Freeman and Worth High School.

From: Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>

Sent: Thursday, May 05, 2022 8:45 AM EDT

To: Taylor, Lataviance L; Hamilton, Lauren; Jacobson, Lisa

CC: Richmond, James; Seeds, Cathy; Rivers1, Angelia; Drew Parker; Duncan, Patricia; Starling, Courtney; Harvey, Ashley

Subject: HMM appeal MEETING TODAY

Attachment(s): "image001.png", "image002.png", "image003.jpg"

Good morning,

Tomorrow's meeting has been moved to this afternoon at 1:00 PM. Please see the link below to join.

See you then!

HMM - Appeal

Thu, May 5, 2022 1:00 PM - 1:30 PM (EDT)

Please join my meeting from your computer, tablet or smartphone.

<https://meet.goto.com/440187477>

You can also dial in using your phone.

United States (Toll Free): [1 866 899 4679](tel:18668994679)

United States: [+1 \(571\) 317-3116](tel:+15713173116)

Access Code: 440-187-477

Join from a video-conferencing room or system.

Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 440 187 477

Or dial directly: 440187477@67.217.95.2 or 67.217.95.2##440187477

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Thank you,

Amber Baumbach

Library Media & Instructional Materials Program Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street

Tallahassee, FL 32399-0400

850-245-9115

DOE email signature

From: Baumbach, Amber

Sent: Wednesday, May 4, 2022 11:27 AM

To: Taylor, Lataviance L <Lataviance.Taylor@hmmco.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hmmco.com>

Cc: Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>; Duncan, Patricia <Patricia.Duncan@fldoe.org>; Starling, Courtney <Courtney.Starling@fldoe.org>; Harvey, Ashley <Ashley.Harvey@fldoe.org>

Subject: RE: HMM initial appeal call

Hi Tavi,

I was just working on that J

I've scheduled a meeting to discuss the next steps with our math content specialists on Friday at 1:00 pm. Please see the link to the meeting below.

Thanks!

HMM - Appeal

Fri, May 6, 2022 1:00 PM - 1:30 PM (EDT)

Please join my meeting from your computer, tablet or smartphone.

<https://meet.goto.com/440187477>

You can also dial in using your phone.

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United States: [+1 \(571\) 317-3116](tel:+15713173116)

Access Code: 440-187-477

Join from a video-conferencing room or system.

Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 440 187 477

Or dial directly: [440187477@67.217.95.2](tel:440187477@67.217.95.2) or 67.217.95.2##440187477

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Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

DOE email signature

From: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>

Sent: Wednesday, May 4, 2022 11:16 AM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>

Cc: Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>

Subject: RE: HMM initial appeal call

Good morning Lauren - Could you please provide a status/ETA of HMM's appeal?

Thanks,
Tavi

Lataviance Taylor
Lead, Bids & Contracts Specialist
Business Desk, South Area

Houghton Mifflin Harcourt
9400 Southpark Center Loop
Orlando, FL 32819
Office: 407.345.2352
Fax: 407.352.1318
hnhco.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Friday, April 29, 2022 7:34 AM

To: Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>

Cc: Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>

Subject: RE: HMM initial appeal call

This message originated from outside your organization

Thanks, Lisa. We will send all documents for review and reach out with next steps soon.

Please let me know if there's anything we can do to assist.

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400

850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Jacobson, Lisa <Lisa.Jacobson@hnhco.com>
Sent: Thursday, April 28, 2022 9:52 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>
Subject: RE: HMH initial appeal call

Dear Lauren,

Thank you for providing us with appeal template. On behalf of HMH, I am sending you the completed Appeal files for the following:

HMH Florida's B.E.S.T. Go Math! Grade K
HMH Florida's B.E.S.T. Go Math! Grade 1
HMH Florida's B.E.S.T. Go Math! Grade 2
HMH Florida's B.E.S.T. Go Math! Grade 5
HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

FL Evaluator Account:

<https://www.hnhco.com/ui/login/?connection=91005680>

State: EVALUATOR

District: FL K-12 Math Review-91005680

Teacher Username: FL-DemoTeacher1

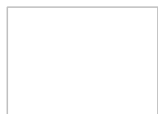
Teacher Password: TheBEST1!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,
Lisa

Lisa Jacobson
Sr. Director, Bids and Contracts

Houghton Mifflin Harcourt
125 High Street
Boston, MA 02110
Office: 617.351.5415
lisa.jacobson@hnhco.com
hnhco.com



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Tuesday, April 26, 2022 12:01 PM
To: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Drew Parker <dparker@radeylaw.com>
Subject: RE: HMH initial appeal call

This message originated from outside your organization

Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,

Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>
Sent: Monday, April 25, 2022 9:53 AM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Drew Parker <dparker@radeylaw.com>
Subject: RE: HMH initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

Lataviance Taylor
Lead, Bids & Contracts Specialist
Business Desk, South Area

Houghton Mifflin Harcourt
9400 Southpark Center Loop
Orlando, FL 32819
Office: 407.345.2352
Fax: 407.352.1318
hnhco.com

From: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Sent: Monday, April 25, 2022 9:50 AM
To: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>
Cc: Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Drew Parker <dparker@radeylaw.com>
Subject: HMH initial appeal call

This message originated from outside your organization

Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26th, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.
<https://meet.goto.com/547145269>

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Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

[DOE email signature](#)

From: Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>
Sent: Monday, April 25, 2022 9:49 AM EDT
To: Taylor; Lataviance L
CC: Richmond, James; Seeds, Cathy; Hamilton, Lauren; Rivers1, Angelia; Jacobson, Lisa; Drew Parker
Subject: HMM initial appeal call
Attachment(s): "image001.png"

Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26th, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMM has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMM - appeal
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.

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Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

DOE email signature

From: Jill McDonough <jill.mcdonough.contractor@macmillan.com>

Sent: Thursday, October 14, 2021 4:06 PM EDT

To: Seeds; Cathy

Subject: How can I help with your curriculum?

Hi Cathy,

I hope you are doing well and all settled in for the current school year. Believe it or not, I'm already thinking about 2022 and am curious if there are any courses or subject areas for which you are considering new texts. I'd be happy to send you copies to review or arrange a quick call.

Thanks, looking forward to hearing from you!

Jill

Nicole

Nicole Sheppard
Senior Sales Manager
C 732-779-1851

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From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Friday, April 22, 2022 10:50 AM EDT
To: Richmond; James
CC: Seeds, Cathy; Baumbach, Amber
Subject: IM Appeals-Tracking
Attachment(s): "Tracking Spreadsheet.xlsx", "image001.png"

Hi Jim,

I have attached the tracking spreadsheet for appeals. Any issues with special topics are pasted on each publishers tab. All standards alignment issues are separate pdf's with reviewer evaluations.

Let me know if you need anything else!

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

	A	B	C	D
	Non-Adopted Publishers			
1				
2	Publisher	Contact Name:	Inquiry(Y/N)	Date
3	Accelerate Learning	dbauer@acceleratelearning.com	Y	4/18/2022
4	Agile Mind	tullismark@gmail.com	Y	4/19/2022
5	Bedford, Freeman, & Worth	kara.miller@macmillan.com	Y	4/18/2022
6	Big Ideas Learning	klatch@larsonontexts.com	Y	4/18/2022
7	Carnegie Learning	rpait@carnegielearning.com	N	
8	Cengage Learning	Bev.Jones@cengage.com	Y	4/19/2022
9	EdGems	dori@edgems.com		
10	Houghton Mifflin Harcourt	Lataviance.Taylor@hmhco.com	Y	4/18/2022
11	Link-Systems	obergeton@link-systems.com	Y	4/18/2022
12	Math Nation	ashley@mathnation.com	Y	4/18/2022
13	McGraw Hill	Kim.Harvey@mheducation.com		
14	Savvas	rachel.scanga@savvas.com	Y	4/18/2022

	E	F	G	H
1				
2	Official Appeal (Y/N)	Date2	Note	Response
3				Sent Evals 4/21
4	Y	4/21/2022	Emailed official appeal letter	Sent Evals 4/21
5	Y	4/21/2022	Mailed/emailed official appeal	Sent Evals 4/21
6				Sent Evals 4/21
7			Spoke with Muffer/publisher	**No request made as of 4/21
8				Sent Evals 4/21
9	Y	4/19/2022	Mailed in official appeal letter	Sent Evals 4/21
10				Sent Evals 4/20
11				Sent Evals 4/21
12				
13	Y	4/18/2022	Emailed official appeal letter	Sent Evals 4/21
14				Sent Evals 4/21

A Bid #	B Course	C Title	D Special Topics (Y/N)	E Subject-Specific Standards Score
1				
2	329] Grade 4 Accelerated (Special Topics)	STEMscopes Florida Math	Special Topics (Y/N)	4
3	331] Foundational Skills in Mathematics 3-5 (Special Topics)	STEMscopes Florida Math		4
4				
5				
6				
7				
8				
9				
10	Special Topic Evidence			
11	Bid 329-Grade 4 Accelerated			
12	Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? 3 - Fair Alignment	mentions Culturally responsive teaching but not CRT		
13	Bid 331-Foundational Skills in Mathematics 3-5			
14	Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? 3 - Fair Alignment	culturally responsive teaching is mentioned but not related to critical race theory		

	F	G	H	I
	Emailed Dept regarding Appeals:	Evaluations and Breakdown Sent	Appeal Filed	What Needs to be Discussed at Call
1				
2	Y			
3	Y	21-Apr 21-Apr		
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				

	J	K	L	M	N
1	Negotiation call: (due within 7 days of appeal deadline)	Changes due from publisher: (2-3 weeks)	Content Specialist Review Sent:		
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					

Accelerate

	A	B	C	D	E	F	G	H
	Bid #	Course	Title	Special Topics (Y/N)	Subject-Specific Standards Score	Emailed Del	Evaluations	Appeal Filed
1	336	Algebra 1-B (Standards)	Intensified Algebra I (Vol 2)	N	3.3	Yes	21-Apr	21-Apr

	I	J	K	L	M	N
1	What Needs	Negotiation	Changes due	Content Specialist	Review	Sent:
2						

A	B	C	D
1	Course	Title	Special Topics (Y/N)
2	408 Probability and Statistics Honors (Special Topics)	Statistics and Probability with Applications	Y
3			
4			
5			
6			
7			
8			
9	Special Topic Evidence		
10	Bid 408-Probability and Statistics Honors		
11	Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5- Very Good Alignment	CRT not in instructional materials- Look at Additional Questions 10.1 Response Bias in Activities and Due Dates

	E	F	G	H	I	J	K	L	M	N
1	Standards Score	Emailed De	Evaluations	Appeal Filed	What Needs	Negotiation	Changes dur	Content Spec	Specialist	Review Sent:
2	4.6	Yes	21-Apr	21-Apr						
3										
4										
5										
6										
7										
8										
9										
10										
11										

BFW

	A	B	C	D
	Bid #	Course	Title	Special Topics (Y/N)
1	298	Mathematics-Kindergarten (Special Topics)	Florida's B.E.S.T. Standards for MATH Grade K	Y(See below)
2	299	Mathematics-Grade One (Special Topics)	Florida's B.E.S.T. Standards for MATH Grade 1	Y(See below)
3	302	Mathematics-Grade Four (Special Topics)	Florida's B.E.S.T. Standards for MATH Grade 4	Y(See below)
4	311	Algebra 2 (Standards)	Florida's B.E.S.T. Standards for MATH Algebra 2 with CalcChar® and CalcView	N
5				
6				
7				
8				
9				
10				
11				
12				
13			Special Topic Evidence	
14			Bid 298-Grade K	
15	Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	3 - Fair Alignment	The introductory pages say that the Math Musicals incorporate SEL. These are extra activities and not part of the core program, as far as I can tell. The Math Musicals could also be used without asking the SEL discussion questions.	
16	Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	2 - Poor Alignment	social emotional learning addressed in Math musicals but seem to be appropriately directed	
17			Bid 299-Grade 1	
18			Bid 302-Grade 4	
19	Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	1 - Very Poor/No Alignment	Lesson videos include SEL lessons within the content lesson.	

	E	F	G	H	I	J	K	L	M	N
1	Standards Score	Emailed De	Evaluations	Appeal Filed	What Needs	Negotiation	Changes due	Content	Specialist	Review Sent:
2	4.8	Yes	21-Apr							
3	4.8	Yes	21-Apr							
4	4.1	Yes	21-Apr							
5	3.4	Yes	21-Apr							
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17										
18										
19										

	A	B	C	D	E	F
	Bid #	Course	Title	Special Topics (Y/N)	Standards Score	Emailed De
1	363	M/J Foundational Skills in Mathematics 6-8 (Standards)	Carnegie Learning FL Foundational Skills in Mathematics 6-8 Digital Student License	N	3.1	No
2						
3						
4						
5						
6	**Cathy spoke with Carnegie 4/21 - Awaiting final decision/learning towards no appeal					

	G	H	I	J	K	L	M	N
1	Evaluations	Appeal Filed	What Needs	Negotiation	Changes due	Content Specialist	Review	Sent:
2	No							
3								
4								
5								
6								

A	B	C																																																																																																
Bid #	Course	Title																																																																																																
448	Pre-Calculus Honors (Special Topics)	Precalculus with Limits: A Graphing Approach with CalcChar and CalcView																																																																																																
3																																																																																																		
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10	Bid 448-Precalculus Honors																																																																																																	
11	<p>1. Appendix B, B.1 exercises, #11 About percentage of individuals living below poverty line in 2016. Content not meaningful to students.</p>	<p>11. Demographic Data The list shows the percentages of individuals living below the poverty level in the 50 states in 2016. Use a frequency distribution and <i>Normal Probability Density Function</i> (Gaussian Function) to model the data.</p> <p>DATA</p> <table border="1"> <tr><td>AK</td><td>10.9</td><td>AL</td><td>16.3</td><td>AR</td><td>16.1</td><td>AZ</td><td>16.6</td></tr> <tr><td>CA</td><td>11.9</td><td>CO</td><td>10.8</td><td>CT</td><td>10.1</td><td>DE</td><td>10.4</td></tr> <tr><td>DC</td><td>11.7</td><td>HI</td><td>10.4</td><td>FL</td><td>12.7</td><td>IA</td><td>12.7</td></tr> <tr><td>GA</td><td>12.5</td><td>IL</td><td>11.9</td><td>IN</td><td>12.7</td><td>KS</td><td>12.7</td></tr> <tr><td>MD</td><td>12.4</td><td>MA</td><td>11.8</td><td>LA</td><td>14.4</td><td>KY</td><td>12.4</td></tr> <tr><td>ME</td><td>12.5</td><td>MI</td><td>11.8</td><td>MO</td><td>11.4</td><td>ND</td><td>10.9</td></tr> <tr><td>MS</td><td>20.1</td><td>MN</td><td>11.8</td><td>NE</td><td>13.9</td><td>OH</td><td>15.6</td></tr> <tr><td>MT</td><td>11.5</td><td>NY</td><td>13.0</td><td>OK</td><td>14.4</td><td>OR</td><td>14.4</td></tr> <tr><td>NC</td><td>11.5</td><td>RI</td><td>11.7</td><td>PA</td><td>11.6</td><td>SC</td><td>14.3</td></tr> <tr><td>ND</td><td>11.5</td><td>SD</td><td>11.7</td><td>VA</td><td>11.3</td><td>TN</td><td>14.3</td></tr> <tr><td>VT</td><td>11.5</td><td>TX</td><td>10.3</td><td>WA</td><td>11.3</td><td>WV</td><td>11.1</td></tr> <tr><td>WA</td><td>10.3</td><td>UT</td><td>10.3</td><td>WY</td><td>10.3</td><td></td><td></td></tr> </table>	AK	10.9	AL	16.3	AR	16.1	AZ	16.6	CA	11.9	CO	10.8	CT	10.1	DE	10.4	DC	11.7	HI	10.4	FL	12.7	IA	12.7	GA	12.5	IL	11.9	IN	12.7	KS	12.7	MD	12.4	MA	11.8	LA	14.4	KY	12.4	ME	12.5	MI	11.8	MO	11.4	ND	10.9	MS	20.1	MN	11.8	NE	13.9	OH	15.6	MT	11.5	NY	13.0	OK	14.4	OR	14.4	NC	11.5	RI	11.7	PA	11.6	SC	14.3	ND	11.5	SD	11.7	VA	11.3	TN	14.3	VT	11.5	TX	10.3	WA	11.3	WV	11.1	WA	10.3	UT	10.3	WY	10.3		
AK	10.9	AL	16.3	AR	16.1	AZ	16.6																																																																																											
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WA	10.3	UT	10.3	WY	10.3																																																																																													
12	<p>2. Chapter 3 Example 5 is about the spread of a “contagious flu virus” that a student spreads.</p>	<p>EXAMPLE 5 Spread of a Virus A student returns from vacation with a contagious flu virus. The spread of the virus is modeled by</p> $y = \frac{1}{1 + 4000e^{-0.0001x}}$ <p>where x is the number of days since the student returned and y is the number of students who have contracted the virus. The spread of the virus is modeled by</p> $y = \frac{1}{1 + 4000e^{-0.0001x}}$ <p>1. How many students are infected after 2 weeks of class?</p> <p>2. At what time of day is the number of students infected in a class at a maximum?</p> <p>Graphical Solution Use the graphing utility to graph the function $y = \frac{1}{1 + 4000e^{-0.0001x}}$ for $0 \leq x \leq 140$. The graph shows that the number of students infected in a class is at a maximum of 1 when $x = 0$.</p>																																																																																																
13																																																																																																		

	D	E	F	G	H	I	J
	Special Topics (Y/N) Y(See below)	Standards Score 4.8	Emailed De Evaluations Y	Evaluations 21-Apr	Appeal Filed	What Needs	Negotiation
1							
2							
3							
4							
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7							
8							
9							
10							
11							
12							
13							

	K	L	M	N
1	Changes due	Content Specialist	Review	Sent:
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				

A	B	C	D	E
1	Course	Title	Special Topics (Y/N)	Standards Score
2	316	M/J Grade 7 Mathematics (Standards)	N	3,4
3	320	M/J Grade 8 Pre-Algebra (Standards)	N	3,6

	F	G	H	I	J	K	L	M	N
1	Emailed Def	Evaluations	Appeal Filed	What Need	Negotiation	Changes due	Content Specialist	Review	Sent:
2	Y	21-Apr	Mail copy received	4/19					
3	Y	21-Apr	Mail copy received	4/19					

A	B	C	D	E	F												
Bid #	Course	Title	Special Topics (Y/N)	Subject-Specific Standards Score	Emailed De												
1	454	Mathematics-Kindergarten (Special Topics)	HMH Florida's B.E.S.T. Go Math!	Special Topics (Y/N) Y (see below)	4.1 Yes												
2	455	Mathematics-Grade One (Standards)	HMH Florida's B.E.S.T. Go Math!	N 3.8 Yes	Yes												
3	456	Mathematics-Grade Two (Special Topics)	HMH Florida's B.E.S.T. Go Math!	Y(see below) 4.9 Yes	Yes												
4	459	Mathematics-Grade Five (Standards)	HMH Florida's B.E.S.T. Go Math!	N 3.9 Yes	Yes												
5	465	Grade 6 Accelerated Mathematics (Standards)	HMH Florida's B.E.S.T. Into Math Accelerated 6	N 3.8 Yes	Yes												
6	470	Pre-Calculus Honors (Special Topics)	Pre-Calculus	Y(see below) 4.8 Yes	Yes												
7	471	Pre-Calculus Honors (Special Topics)	Functions Modeling Change	Y(see below) 4.2 Yes	Yes												
8																	
9																	
10																	
11	Bid #454-Kindergarten																
12	Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	3 - Fair Alignment	The section "supporting all learners" contains references to peoples/cultures/equity in the TE.														
13	Bid #456-Grade Two																
14	Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	3 - Fair Alignment	Attempts at multicultural teaching is evident. Ex. - types of housing for different groups of people.														
15	Bid # 470-Precalculus Honors																
16	1. Section 1.2 #91-92 shows chart: global Carbon Emissions from Fossil Fuel Burning. Both say there is climate change but data doesn't show how burning fossil fuels relates to climate change and global warming. No source for data.	<p>For Exercises 91 and 92, refer to the following table:</p> <table border="1"> <thead> <tr> <th>YEAR</th> <th>Global Carbon Emissions from Fossil Fuel Burning MILLIONS OF TONS OF CARBON</th> </tr> </thead> <tbody> <tr> <td>1900</td> <td>500</td> </tr> <tr> <td>1925</td> <td>1000</td> </tr> <tr> <td>1950</td> <td>1500</td> </tr> <tr> <td>1975</td> <td>5000</td> </tr> <tr> <td>2000</td> <td>7000</td> </tr> </tbody> </table> <p>91. Climate Change: Global Warming. What is the average rate of change in global carbon emissions from fossil fuel burning from a. 1900 to 1950? b. 1950 to 2000?</p> <p>92. Climate Change: Global Warming. What is the average rate of change in global carbon emissions from fossil fuel burning from a. 1950 to 1975? b. 1975 to 2000?</p> <p>Answer Solution</p>	YEAR	Global Carbon Emissions from Fossil Fuel Burning MILLIONS OF TONS OF CARBON	1900	500	1925	1000	1950	1500	1975	5000	2000	7000			
YEAR	Global Carbon Emissions from Fossil Fuel Burning MILLIONS OF TONS OF CARBON																
1900	500																
1925	1000																
1950	1500																
1975	5000																
2000	7000																

	G	H	I	J	K	L	M	N
1	Evaluations	Appeal Filed	What Needs	Negotiation	Changes due	Content	Specialist	Review Sent:
2	20-Apr							
3	20-Apr							
4	20-Apr							
5	20-Apr							
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7	20-Apr							
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16								

HMH

	A	B	C	D	E	F	G	H	I	J	K	L	M
	Bid #	Course	Title	Special Topics (Y/N)	Standards Score	Emailed Del Evaluations	Appeal Filed	What Needs Negotiation	Changes due	Content Specialist Review			
1	473	Algebra 1 (Standards)	Sofia	N	3.2	Yes	21-Apr						
2	474	Algebra 2 (Standards)	Sofia	N	2.2	Yes	21-Apr						
3	475	Geometry (Standards)	Sofia	N	2.6	Yes	21-Apr						

Link-Systems

1	A Bid #	B Course	C Title
2	442	M/J Grade 7 Accelerated Mathematics (Special Topic)	Math Nation: Florida's BEST 7th Grade Accelerated Math
3	433	Algebra 2 Honors (Special Topics)	Math Nation: Florida's B.E.S.T. Algebra 2 Honors
4	436	Geometry (Special Topics)	Math Nation: Florida's BEST Geometry
5			
6			
7			
8			
9			
10		Special Topics Evidence	
11		Bid 442	
12	Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	1 - Very Poor/No Alignment	The warm up activity for 7.5.1 includes a controversial topic regarding equal pay and discrimination.
13	Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	3 - Fair Alignment	Each lesson contains a "self reflective portion" many of which have nothing to do with the standard or of understanding the concepts. More geared to the "mindset". See 14.5.1 for a warm up example.
14		Bid 433	
15	Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	3 - Fair Alignment	Overall SEL is not addressed; however in some lessons students are asked to rate themselves in the lesson and learning, which is an SEL strategy.
16		Bid 436	

	D	E	F	G	H	I	J	K	L	M
	Special Topics (Y/N)	Standards Score	Emailled De	Evaluations	Appeal Filed	What Needs	Negotiation	Changes due	Content	Specialist Revie
1	Y	4.8	Yes	22-Apr						
2	Y	4	Yes	22-Apr						
3	Y	4.4	Yes	22-Apr						
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16										

	A	B	C
17	<p>Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?</p>	<p>3 - Fair Alignment</p>	<p>In some lessons, example 6.7, asked students to rate the level of understanding (self-awareness)</p>



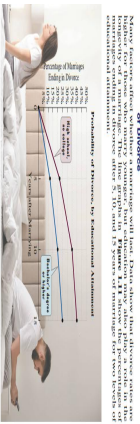
1	A	B	C	D	E
	Bid #	Course	Title	Special Topics (Y/N)	Standards Score
2	410	Mathematics-Grade One (Standards) (Special Topics)	Florida Reveal Math, Grade 1	Y(See below)	3.8
3	416	Grade 4 Accelerated (Special Topics)	Florida Reveal Math, Grade 4 Accelerated	Y(See below)	4
4	419	M/J Grade 8 Mathematics (Special Topics)(Standards)	Florida Reveal Math Grade 8: Pre-Algebra	Y(See below)	3.8
5					
6					
7					
8		Special Topic Evidence			
9		Bid 410-Grade One			
10	Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	3 - Fair Alignment	Pieces of the teaching edition include components of SEL.		
11		Bid 416-Grade 4 Accelerated			
12	Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	3 - Fair Alignment	Social Awareness topics are listed in the teachers manual. Example pg 521 in TTE includes a section on empathy and how to incorporate into the classroom		
13		Bid 419-Grade 8 Pre-Algebra			
14	Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	3 - Fair Alignment	Nothing noticed		

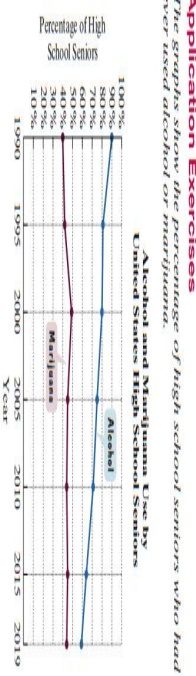
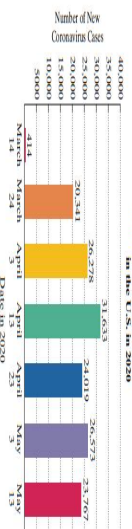
	F	G	H	I	J	K	L	M
	Emailed Def	Evaluations	Appeal Filed	What Needs	Negotiation	Changes due	Content Specialist	Review
1	Yes	21-Apr	18-Apr					
2	Yes	21-Apr	18-Apr					
3	Yes	21-Apr	18-Apr					
4	Yes	21-Apr	18-Apr					
5								
6								
7								
8								
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1	A	B	C	D
2	Bid #	Course	Title	Special Topics (Y/N)
3	382	Mathematics-Grade Two	enVision Florida B.E.S.T. Mathematics Grade 2	Y(See below)
4	390	M/J Grade 7 Mathematics	enVision Florida B.E.S.T. Mathematics Grade 7	N
5	407	Mathematics for Data and Financial Literacy	Thinking Quantitatively: Communicating with Numbers	Y(See below)
6	397	Mathematics for College Algebra	Algebra and Trigonometry	Y(See below)
7	403	Pre-Calculus Honors	Precalculus: Enhanced with Graphing Utilities	Y(See below)
8	404	Pre-Calculus Honors	Precalculus	Y(See below)
9	398	Mathematics for College Statistics	Stats In Your World	Y(See below)
10	400	Mathematics for College Statistics	Elementary Statistics: Picturing the World	Y(See below)
11	395	Probability and Statistics Honors	Stats: Modeling the World	Y(See below)
12	401	Mathematics for College Liberal Arts	Thinking Mathematically	Y(See below)
13				
14			Bid 382 - Grade two	
15	Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	2 - Poor Alignment	Some lessons include growth mindset concepts, which are a component of SEL learning.	
16		Bid 407 - Mathematics for Data and Financial Literacy		
17	Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	2 - Poor Alignment	On page 8/43, the textbook asks about race and gun control, possibly violating the rule's prohibition on making race the most important factor in a societal consideration.	
18				
19				
20		Bid 397 - Mathematics for College Algebra		
21	Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	2	I found several places where CRT could be said to be present, albeit usually indirectly. (All page numbers are from the teacher version). On page 1, the books says that algebra is a language that describes the world and tells us about things including "racial bias." (It also says it will cover "ethnic diversity in the US", which it uses in a practice problem on page 91, but the example seems relatively harmless). On page 51, the book defines polynomials by the example of an "implicit" racial bias test (called Project Implicit) by which "2 million people have tested their racial prejudice... most groups' average scores fall between 'slight' and 'moderate' bias, but the differences among age groups are intriguing." The exercise problem is on page 61. The numbers come from Project Implicit, a real-world organization whose mission is to educate people that people and institutions unconsciously have implicit racial prejudice. On pages 214-215, problem 103 graphs people who support laws against interracial marriage by decade. However, unrelated to the graphs, the problem goes out of its way to mention the Supreme Court decision on same-sex marriage, making an analogy that opposing the legalization of same-sex marriage is like the opposition to interracial marriage. In another odd example, on page 533 problem 51 asks students to graph "Percentage who don't approve of Marriage	

	E	F	G	H	I	J	K	L	M
	Standards Score	Emailed De	Evaluations	Appeal Filed	What Needs	Negotiation	Changes dur	Content Spec	Specialist Revi
1	4.5	Yes	21-Apr						
2	3.8	Yes	21-Apr						
3	3.5	Yes	21-Apr						
4	4.3	Yes	21-Apr						
5	4.9	Yes	21-Apr						
6	4.9	Yes	21-Apr						
7	4.6	Yes	21-Apr						
8	4.8	Yes	21-Apr						
9	4.5	Yes	21-Apr						
10	4.3	Yes	21-Apr						
11									
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22	A		D
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24		Bid 403- Precalculus: Enhanced with Graphing Utilities	
25	<p>1. Pg. 933 uses late 1700s report to talk about population growth and food shortages. Subject is melancholy and based on something predicted in the 1700s.</p>	<p>Thomas Malthus on Population Growth</p> <p>In the late 1700s, the British economist Thomas Malthus presented a report that criticized those who thought that life was going to continue to improve for humans. Malthus put his report together quickly and titled it <i>An Essay on the Principle of Population as it Affects the Future State of Europe, Asia, and America</i>. Malthus's <i>Essay</i> was one of the most influential works on the subject of population growth. Malthus argued that because the human population tends to increase geometrically (1, 2, 4, 16, and so on) and that food supplies will increase arithmetically (1, 2, 3, 4, and so on), populations will eventually outstrip the food supply. Malthus suggested that there are other checks on population growth (and he considered these natural and a good thing). Nonetheless, he was convinced that poverty is inevitable and will continue.</p> <p>Malthus used historical data to suggest that population growth has been doubling every twenty-five years. Malthus (who lived in the early 18th century) also surmised that the youth of the country along with the vast amount of areas conducive to farming would lead to a birth rate that exceeded most countries in the world.</p> <p>One of the checks that Malthus called preventive checks are checks that decrease the birth rate. The second type are called positive checks—these are checks that increase the death rate. Positive checks include war, famine, and natural disasters. Malthus believed that fear of famine was a major reason the birth rate may decrease. After all, who would want to have a child knowing the child may suffer from hunger, or worse, starvation?</p>	<p>equity by generation along with teenage who won't try sum... write 111 not sure this specifically applies to critical race theory, because it involves LGBTQ military servicemembers. On page 281, exercises 27-28 ask students to</p>
26		Bid 404-Precalculus Honors	
27	<p>Preface – “Measuring racial prejudice by age (exercise set 2.1)”</p>	<p>New applications include student-loan debt (Exercise Set 1.2), movie rental options (Exercise Set 1.3), impediments to academic performance (Section 2.1), measuring racial prejudice, by age (Exercise Set 2.1),</p>	
28	<p>Page R218, #103 & #104 measuring levels of racial prejudice by age and political identification. This chart shows that people are prejudiced if they are conservative.</p>	<p>104. The bar graph at the top of the next column shows the differences among political identification groups on the Implicit Association Test that measures levels of racial prejudice. Higher scores indicate stronger bias.</p>	<p>Application Exercises</p> <p>103. The bar graph shows the differences among age groups on the Implicit Association Test that measures levels of racial prejudice. Higher scores indicate stronger bias.</p>
29	<p>Page 56. Measuring racial prejudice, by age. Emphasis that racism is embedded in American society dependent on age.</p>	<p>Application Exercises</p> <p>The bar graph shows the differences among age groups on the Implicit Association Test that measures levels of racial prejudice. Higher scores indicate stronger bias.</p>	



A	B	C	D
<p>R210 States that most people have slight or moderate bias and this is dependent on age and political identification. Emphasis that racism is embedded in American society.</p>	<p style="text-align: center;">Adding and Subtracting Polynomials</p>  <p>What? Me? Racist? More than 2 million people have tested their racial prejudice using an online version of the Implicit Association Test. Most groups' average scores fall between "slight" and "moderate" bias, but the differences among groups, by age and by political identification, are intriguing.</p> <p>In this section's Exercise Set (Exercises 103 and 104), you will be working with models that measure bias:</p> $S = 0.3x^3 - 2.8x^2 + 6.7x + 30$ $S = -0.03x^3 + 0.2x^2 + 2.3x + 24.$		
<p>Pg. 48 again mentions the implicit association test and says, "most groups' average scores fall between slight and moderate bias. Emphasis that racism is embedded in American society."</p>	<p style="text-align: center;">How We Define Polynomials</p> <p>More than 2 million people have tested their racial prejudice using an online version of the Implicit Association Test. Most groups' average scores fall between "slight" and "moderate" bias, but the differences among age groups are intriguing.</p> <p>In this section's Exercise Set (Exercises 91 and 92), you will be working with a model that measures bias:</p> $S = 0.3x^3 - 2.8x^2 + 6.7x + 30.$ <p>In this model, S represents the score on the Implicit Association Test. (Higher scores indicate stronger bias.) The variable x represents age group.</p>  <p style="text-align: center;"><i>Old Dog ... New Chicks</i></p>		
<p>9. chapter 1 intro uses 2006 <i>An Inconvenient Truth</i> by Al Gore to push that humans cause global warming. Article is 15 yrs old and has been proven inaccurate</p>	<p>There is strong scientific consensus that human activities are changing the Earth's climate. Scientists now believe that there is a striking correlation between atmospheric carbon dioxide concentration and global temperature. As both of these variables increase at significant rates, there are warnings of a planetary emergency that threatens to condemn coming generations to a catastrophically diminished future.</p> <p>In this chapter, you'll learn to approach our climate crisis mathematically by creating formulas, called functions, that model data for average global temperature and carbon dioxide concentration over time. Understanding the concept of a function will give you a new perspective on many situations ranging from climate change to using mathematics in a way that is similar to making a movie.</p> <p><small>*Source: Al Gore, <i>An Inconvenient Truth</i>, Rodale, 2006; Time, April 3, 2006; <i>Falling Storm</i>, September 28, 2013</small></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Here's where you'll find these applications:</p> <p>A mathematical model involving global warming is developed in Example 9 in Section 1.4. Using mathematics in a way that is similar to making a movie is discussed in the Blitzzer Bonus on page 225.</p> </div>		
<p>Pg. 156 Talks about probability of divorce. Context not relevant or meaningful.</p>	<p style="text-align: center;">EXERCISES Modeling Atmospheric and Sea Level Temperature</p> <p>1. DATA The following table shows the average annual temperature in degrees Fahrenheit for the city of San Francisco from 1990 to 2010. The data is modeled by the function $T(x) = 0.0001x^3 - 0.0012x^2 + 0.0023x + 54.5$, where $T(x)$ is the average annual temperature in degrees Fahrenheit and x is the number of years since 1990.</p> 		


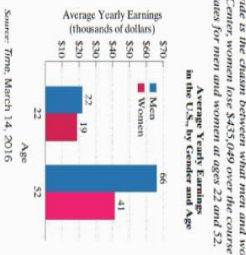
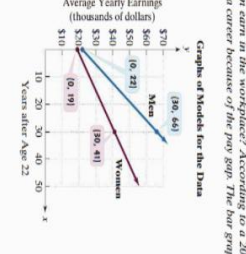
A	Pg. 160 Shows graph about HS seniors who do illegal activities. Context not age appropriate, relevant or meaningful to students.	
34	<p>Page 337 Pushes vaccine as the only way to stop coronavirus from 2020. Content not relevant or meaningful to students as many have a religious or moral belief against vaccines.</p> <p>Application Exercises The graphs show the percentage of high school seniors who had ever used alcohol or marijuana.</p>  <p>Source: University of Michigan Institute for Social Research</p> <p><i>The data can be described by the following mathematical models:</i></p> <p>In 2020, our lives were upended with a sense of uncertainty about the future. The coronavirus, the COVID-19 pandemic, has affected millions of Americans, resulting in the loss of jobs, income, and lives. As of this writing, the pandemic is far from under control, with experts predicting that between 70% and 90% of the U.S. population will contract the virus. Figure 2.12 shows the number of new coronavirus cases in the United States for seven selected days in 2020.</p>  <p>Figure 2.12 Source: Center for Disease Control</p>	
35	<p>15. Pg. R435, ch. 6 intro mentions gender imbalance and sexual abstinence among young adults. Emphasis does not portray gender fairness, advocacy and is biased.</p> <p>Here's where you'll find these applications:</p> <ul style="list-style-type: none"> We revisit the issue of gender imbalance on college campuses in Example 4 of Secti The percentage of full-time college students with jobs is modeled in Exercises 95–91 The pay gap is modeled in the Blitzer Bonus on pages R466–R467. A model related to marriage discrimination is developed in Exercises 59–60 of Exer Sexual abstinence among young people is the application for the model in Example <p>Variables, Real Numbers, and Mathematical Models</p> <p>What can algebra possibly tell me about</p> <ul style="list-style-type: none"> the rising cost of movie ticket prices over the years? how I can stretch or shrink my lifespan? the widening imbalance between numbers of women and men on college campuses? the widening imbalance between numbers of men and women who are married? the widening imbalance between salaries of male and female college graduates? <p>In this chapter, you will learn how the special language of algebra describes your world.</p>	
36	<p>R1, Ch. 1 intro mentions college gender imbalance and gender divide in salaries for college graduates. Emphasis does not portray gender fairness, gender advocacy, and is biased.</p>	
37		
38		
39		

A	B	C	D
<p>R439 – Gender imbalance on US college campuses. Emphasis does not portray gender fairness, gender advocacy, and is biased.</p>	<p>Can you see that the percentage of degrees awarded to women is slowing down for the period shown? Based on the shape of the graph of $y = \sqrt{x}$, square roots can be used to model the data.</p> <p>EXAMPLE 4 A Matter of Degree: Modeling Gender Imbalance on U.S. College Campuses</p> <p>The mathematical model</p> $P = 2.2\sqrt{T} + 45$ <p>describes the percentage of bachelor's degrees, P, awarded to women in U.S. colleges 7 years after 1975. Use the formula to find the percentage, to the nearest percent, of degrees awarded to women in 2015.</p>		
<p>R131 #71-72 emphasizing difference between male and female wages. Emphasis does not portray gender fairness, gender advocacy, and is biased.</p>			
<p>pg. 126 #66 Gender bias. Emphasis does not portray gender fairness, gender advocacy, and is biased.</p>			
<p>43 Do materials align to Rule GA-1.094124, F.A.C., which prohibits Critical</p>	<p>Bid 398-Mathematics for College Statistics</p> <p>3 - Fair Alignment</p>	<p>pg. 126 #66 Gender bias. Emphasis does not portray gender fairness, gender advocacy, and is biased.</p>	
<p>44 Do materials align to Rule GA-1.094124, F.A.C., which prohibits Critical</p>	<p>Bid 400-Precalculus</p> <p>3 - Fair Alignment</p>	<p>"gender identity" - occurs for other problems when referencing gender as a variable in the experiment; p. 354 - Just Checking - gender identity; p. 449 #1; p. 453 #40; p. 524 bottom of page; p. 547 race in two way table (note refers to</p>	
<p>45 Do materials align to Rule GA-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?</p>	<p>Bid 395-Probability and Statistics Honors</p> <p>4 - Good Alignment</p>	<p>pg. 452 ("Intermarriage"</p>	
<p>46 Do materials align to Rule GA-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?</p>	<p>Bid 401-Mathematics for College Liberal Arts</p> <p>3 - Fair Alignment</p>	<p>Pages 35 (race and college plans), 668 (racial profiling in policing), A-34 (discrimination in magnet school admissions), and A-73 ("too many" white police in NYPD compared to racial makeup of the community) may violate the rule's prohibitions about racism being embedded in society and legal systems and/or that race is the most important factor in considering an aspect of society.</p>	
<p>47</p>	<p>Bid 395-Probability and Statistics Honors</p>		
<p>48</p>	<p>Bid 395-Probability and Statistics Honors</p>		
<p>49</p>	<p>Bid 401-Mathematics for College Liberal Arts</p>		
<p>50</p>	<p>Bid 401-Mathematics for College Liberal Arts</p>		

	A	B	C	D																																												
51	<p>1. Preface</p> <p>– “Measuring racial prejudice by age (exercise set 2.1)”</p>	<p>New applications include student-loan debt (Exercise Set 1.2), movie rental options (Exercise Set 1.3), impediments to academic performance (Section 2.1), measuring racial prejudice, by age (Exercise Set 2.1),</p>																																														
52	<p>2. Page 62</p> <p>– Bar graph shown with title, “Measuring Racial Prejudice, by Age</p> <p>3. Pg. 182 #17, “It is not the case that the United States has eradicated poverty or racism.”</p> <p>The answer to this is “The United States has eradicated neither poverty nor racism.”</p>	<p><i>The Bar Graph shows the differences among age groups on the Implicit Association Test. Higher scores indicate stronger bias. Higher scores indicate stronger bias.</i></p> <p>Measuring Racial Prejudice, by Age</p> <p>Score on the Implicit Association Test</p> <p>Source: The Race Implicit Association Test on the Project Implicit Demonstration Website</p>	<p><i>In Exercises 11–26, use De Morgan’s laws to write a statement that is equivalent to the given statement.</i></p> <p>17. It is not the case that the United States has eradicated poverty or racism.</p>																																													
53	<p>4. Same as #1</p>																																															
54	<p>7. Page 828, section 12.6. Lesson talks about the relationship between education and prejudice. No source for the data, no explanation of type of prejudice.</p> <p>8. pg. 198 A1 Gore/Rush Limbaugh argument</p>	<p>Scatter Plots and Correlation</p> <p>Is there a relationship between education and prejudice? With increased education, does a person’s level of prejudice tend to decrease? Notice that we are interested in two quantities—years of education and level of prejudice. For each person in our sample, we will record the number of years of school completed and the score on a test measuring prejudice. Higher scores on this 1-10 test indicate greater prejudice. Using x to represent years of education and y to represent scores on a test measuring prejudice, Table 12.17 shows these two quantities for a random sample of ten people.</p> <table border="1"> <thead> <tr> <th colspan="11">TABLE 12.17 Recording Two Quantities in a Sample of Ten People</th> </tr> <tr> <th>Respondent</th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> <th>G</th> <th>H</th> <th>I</th> <th>J</th> </tr> </thead> <tbody> <tr> <td>Years of education (x)</td> <td>12</td> <td>5</td> <td>14</td> <td>13</td> <td>8</td> <td>10</td> <td>16</td> <td>11</td> <td>12</td> <td>4</td> </tr> <tr> <td>Score on prejudice test (y)</td> <td>1</td> <td>7</td> <td>2</td> <td>3</td> <td>5</td> <td>4</td> <td>1</td> <td>2</td> <td>3</td> <td>10</td> </tr> </tbody> </table>	TABLE 12.17 Recording Two Quantities in a Sample of Ten People											Respondent	A	B	C	D	E	F	G	H	I	J	Years of education (x)	12	5	14	13	8	10	16	11	12	4	Score on prejudice test (y)	1	7	2	3	5	4	1	2	3	10		
TABLE 12.17 Recording Two Quantities in a Sample of Ten People																																																
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55																																																
56																																																

A	B	C	D
<p>9. pg. 62 "Measuring Racial Prejudice, by Age." Source is: Project Implicit Demonstration Website.</p>	<p>The bar graph shows the differences among age groups on the Project Implicit Association Test. The higher score indicates stronger bias.</p> <p>Score on the Implicit Association Test</p> <p>Measuring Racial Prejudice, by Age</p> <p>Age Range</p> <p>Score on the Implicit Association Test</p>	<p>10. Ch.1 pg. 1 intro "The author is biased when it comes to global warming and climate crisis."</p>	
<p>58 Pg. 28 #51-52 Data is old.</p>		<p>11. pg. 793 Chart displaying US median income by race and gender is from 2015 data</p>	
<p>60 12. pg. 411 lesson talks about how modern emphasis on ideal body shape is "major cause of eating disorders among adolescent women" no factual data given.</p>	<p>TELEVISION, MOVIES, AND MAGAZINES PLACE GREAT EMPHASIS ON PHYSICAL BEAUTY. OUR CULTURE emphasizes physical appearance to such an extent that it is a central factor in the perception and judgment of others. The modern emphasis on thinness as the ideal body shape has been suggested as a major cause of eating disorders among adolescent women.</p>	<p>11. pg. 793 Chart displaying US median income by race and gender is from 2015 data</p>	
<p>61</p>		<p>13. pg. 879 Purpose of the Electoral College (author's opinion) is given without counter argument or historical facts.</p>	
<p>62</p>	<p>14. same as #7</p>	<p>14. same as #7</p>	
<p>63</p>	<p>14. same as #7</p>	<p>14. same as #7</p>	

A	B	C	D
<p>15. Pg. 109 Problem #49 Survey of college students determining behaviors re: alcohol, cigarettes and illegal drugs. "Context not relevant or meaningful to students."</p>			
<p>64 16. multiple mentions of marijuana. Pg. 835. "not age-appropriate."</p>	<p>49. An anonymous survey of college students was taken to determine behaviors regarding alcohol, cigarettes, and illegal drugs. The survey included the following questions and results. 665 smoked cigarettes, 192 used illegal drugs, 424 drank alcohol regularly, and smoked cigarettes, 114 used illegal drugs, and 309 engaged in all three behaviors. 97 engaged in all three behaviors. How many students were surveyed? a. Of those surveyed, b. How many drank alcohol regularly or smoked cigarettes? c. How many used illegal drugs only? d. How many drank alcohol regularly and smoked cigarettes, but did not use illegal drugs? e. How many drank alcohol regularly or used illegal drugs, but did not smoke cigarettes? f. How did many engaged in exactly two of these behaviors? g. How many engaged in at least one of these behaviors?</p>		
<p>65 17. Ch. 3 pg. 198. #81 asks students to write valid arguments on questions. "Context not appropriate, relevant or meaningful to students"</p>	<p>81. Write a valid argument on one of the following questions. If you can, write valid arguments on both sides. a. Should the death penalty be abolished? b. Should <i>Roe v. Wade</i> be overturned? c. Are online classes a good idea? d. Should recreational marijuana be legalized? e. Should grades be abolished? f. Should the Electoral College be replaced with a popular vote?</p>		
<p>66 18. Pg. 714, #61 mentions jokes about marriage and divorce. Content may be sensitive and not age-appropriate.</p>	<p>61. The "average" divorce rate in the United States was 47 percent in 2010. Which percentage would be used in each of the following? a. The divorce rate in the United States. b. The divorce rate in the United States. c. The divorce rate in the United States. d. The divorce rate in the United States.</p>	<p>Thousands of people have been told about marriage and divorce. They have been told that divorce is a bad thing. They have been told that divorce is a failure. They have been told that divorce is a sin. They have been told that divorce is a curse. They have been told that divorce is a punishment. They have been told that divorce is a sign of weakness. They have been told that divorce is a sign of failure. They have been told that divorce is a sign of defeat. They have been told that divorce is a sign of hopelessness. They have been told that divorce is a sign of despair. They have been told that divorce is a sign of hopelessness. They have been told that divorce is a sign of despair. They have been told that divorce is a sign of hopelessness. They have been told that divorce is a sign of despair.</p>	
<p>67 19. Pg. 799, #68 Question about mean or median for anti-US and pro-US propaganda.</p>	<p>68. The "average" divorce rate in the United States was 47 percent in 2010. Which percentage would be used in each of the following? a. The divorce rate in the United States. b. The divorce rate in the United States. c. The divorce rate in the United States. d. The divorce rate in the United States.</p>	<p>68. The "average" divorce rate in the United States was 47 percent in 2010. Which percentage would be used in each of the following? a. The divorce rate in the United States. b. The divorce rate in the United States. c. The divorce rate in the United States. d. The divorce rate in the United States.</p>	
<p>68 20. pg. 329 Talks about white population decreasing. Context not relevant or meaningful.</p>	<p>20. The "average" divorce rate in the United States was 47 percent in 2010. Which percentage would be used in each of the following? a. The divorce rate in the United States. b. The divorce rate in the United States. c. The divorce rate in the United States. d. The divorce rate in the United States.</p>	<p>20. The "average" divorce rate in the United States was 47 percent in 2010. Which percentage would be used in each of the following? a. The divorce rate in the United States. b. The divorce rate in the United States. c. The divorce rate in the United States. d. The divorce rate in the United States.</p>	
<p>69</p>			

	A	B	D																																	
70	<p>21. pg. 793 Chart shows wage gap between gender and race. Emphasis doesn't portray gender and ethnicity fairness and is biased.</p>	<p>21. pg. 793 Chart shows wage gap between gender and race. Emphasis doesn't portray gender and ethnicity fairness and is biased.</p>  <p>Figure 12.7 Source: U.S. Census Bureau</p>																																		
71	<p>22. pg. 380. #72 question is about a male drafted by military with gender bias. Emphasis does not portray gender fairness, advocacy, and is biased.</p>	<p>72. It was wartime when the Ricardos found out Mrs. Ricardo was pregnant. Ricky Ricardo was drafted and made out a will, deciding that \$14,000 in a savings account was to be divided between his wife and his child-to-be. Rather strangely, and certainly with gender bias, Ricky stipulated that if the child were a boy, he would get twice the amount of the mother's portion. If it were a girl, the mother would get twice the amount the girl was to receive. We'll never know what Ricky was thinking of, for (as fate would have it) he did not return from the war. Mrs. Ricardo gave birth to twins—a boy and a girl. How was the money divided?</p>																																		
72	<p>23. pg. 437, questions regarding women losing \$435, 049 due to pay gap. Source is Time Magazine. Emphasis does not portray gender fairness, advocacy, and is biased.</p>	<p>The Pay Gap. How wide is the chasm between what men and women earn in the workplace? According to a 2015 analysis from the National Women's Law Center, women lose \$435,049 over the course of a career because of the pay gap. The bar graph shows the average earnings in the United States for men and women at ages 22 and 52.</p>  <p>Average Yearly Earnings in the U.S., by Gender and Age</p> <table border="1"> <thead> <tr> <th>Age</th> <th>Men (thousands of dollars)</th> <th>Women (thousands of dollars)</th> </tr> </thead> <tbody> <tr> <td>22</td> <td>27,206</td> <td>22,096</td> </tr> <tr> <td>52</td> <td>66,000</td> <td>41,000</td> </tr> </tbody> </table> <p>Source: Time, March 14, 2016</p>  <p>Graphs of Models for the Data</p> <table border="1"> <thead> <tr> <th>Years after Age 22</th> <th>Men (thousands of dollars)</th> <th>Women (thousands of dollars)</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>27,206</td> <td>22,096</td> </tr> <tr> <td>10</td> <td>32,206</td> <td>27,096</td> </tr> <tr> <td>20</td> <td>37,206</td> <td>32,096</td> </tr> <tr> <td>30</td> <td>42,206</td> <td>37,096</td> </tr> <tr> <td>40</td> <td>47,206</td> <td>42,096</td> </tr> <tr> <td>50</td> <td>52,206</td> <td>47,096</td> </tr> <tr> <td>52</td> <td>66,000</td> <td>41,000</td> </tr> </tbody> </table>	Age	Men (thousands of dollars)	Women (thousands of dollars)	22	27,206	22,096	52	66,000	41,000	Years after Age 22	Men (thousands of dollars)	Women (thousands of dollars)	0	27,206	22,096	10	32,206	27,096	20	37,206	32,096	30	42,206	37,096	40	47,206	42,096	50	52,206	47,096	52	66,000	41,000	
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73	<p>24. Pg. 714, #61 mentions anti-semitic joke. Does not portray multicultural fairness and advocacy.</p>	<p>Same as #18</p>																																		

Sent: Friday, April 22, 2022 11:15 AM EDT

To: kim.harvey@mheducation.com <kim.harvey@mheducation.com>

CC: Bennett, Wayne; Patton, Sallie; Tullos, Lisa; Richmond, James; Hamilton, Lauren; Seeds, Cathy; Baumbach, Amber; Rivers1, Angelia

Subject: Initial appeal call

Attachment(s): "image001.png"

Hello Kim,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Monday, April 25th, at 9:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time McGraw Hill has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Monday.

McGraw Hill - appeal

Mon, Apr 25, 2022 9:00 AM - 9:30 AM (EDT)

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Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

[DOE email signature](#)

From: Evans, Carey A <carey.evans@cengage.com>
Sent: Thursday, April 21, 2022 11:38 AM EDT
To: Seeds; Cathy
CC: Evans; Carey A
Subject: Inquiring on non-recommended list and appeal
Attachment(s): "28-106.201 FAC_47172787v1.DOC"

Good morning Cathy,

I am sure you have been very busy this week. It has ramped up on our end as well with questions from the districts that have chosen our programs. Which leads me to contacting you.

We are a bit confused with the list of the Recommended Titles and Non- Recommended. Both lists include PreCalculus with Limits. There is not a copyright year nor an edition listed. We submitted two PreCalculus with Limits text, one regular and one with the Graphing Approach. Which are really the same books, one just includes calculator functions. Can we get clarity on which title is on the non-recommended list? In addition, will the results from the rubric be shared so we can understand and see evidence of why it was placed on the non-recommended list for Inclusion of Special Topics? Especially when both texts are the same, expect for the calculator functions. This will assist with answer (e) on the attachment.

Because of this it appears we will need to go through the appeal process, the attached document (appeal rule) seems a bit confusing on the actual process. Can you provide a process? For example, do we notify you of appeal intent and submit all paperwork to you? If not, who would be the contact?

I apologize for all the questions, we are just trying to move as quickly as we can on this.
If need be, we can chat live as well!

Thanks so much in advance for your time!

Carey

Carey Evans

Sr. Regional Sales Manager - Southeast/Southwest

National Geographic Learning | Cengage

Cell# 864-415-0110

carey.evans@cengage.com

28-106.201 Initiation of Proceedings.

(1) Unless otherwise provided by statute, and except for agency enforcement and disciplinary actions that shall be initiated under Rule 28-106.2015, F.A.C., initiation of proceedings shall be made by written petition to the agency responsible for rendering final agency action. The term “petition” includes any document that requests an evidentiary proceeding and asserts the existence of a disputed issue of material fact. Each petition shall be legible and on 8 1/2 by 11 inch white paper. Unless printed, the impression shall be on one side of the paper only and lines shall be double-spaced.

(2) All petitions filed under these rules shall contain:

(a) The name and address of each agency affected and each agency’s file or identification number, if known;

(b) The name, address, any e-mail address, any facsimile number, and telephone number of the petitioner, if the petitioner is not represented by an attorney or a qualified representative; the name, address, and telephone number of the petitioner’s representative, if any, which shall be the address for service purposes during the course of the proceeding; and an explanation of how the petitioner’s substantial interests will be affected by the agency determination;

(c) A statement of when and how the petitioner received notice of the agency decision;

(d) A statement of all disputed issues of material fact. If there are none, the petition must so indicate;

(e) A concise statement of the ultimate facts alleged, including the specific facts the petitioner contends warrant reversal or modification of the agency’s proposed action;

(f) A statement of the specific rules or statutes the petitioner contends require reversal or modification of the agency’s proposed action, including an explanation of how the alleged facts relate to the specific rules or statutes; and

(g) A statement of the relief sought by the petitioner, stating precisely the action petitioner wishes the agency to take with respect to the agency’s proposed action.

(3) Upon receipt of a petition involving disputed issues of material fact, the agency shall grant or deny the petition, and if granted shall, unless otherwise provided by law, refer the matter to the Division of Administrative Hearings with a request that an administrative law judge be assigned to conduct the hearing. The request shall be accompanied by a copy of the petition and a copy of the notice of agency action.

Rulemaking Authority 14.202, 120.54(3), (5) FS. Law Implemented 120.54(3) FS. History—New 4-1-97, Amended 9-17-98, 1-15-07, 2-5-13.

From: Claire Thompson <cthompson@bfwpub.com>

Sent: Thursday, January 13, 2022 1:33 PM EST

To: Seeds; Cathy

Subject: Instructional Material Review

Hi Cathy,

Now that the holiday break is behind us, I'd like to get a sense of where you stand with textbook/product reviews for Fall 2022. Is there [anything I can send you](#), or is there a good time to catch up and talk about your AP®, honors and elective courses?

If we haven't met already, I want to introduce myself as your new BFW representative. As a former English teacher, I'm thrilled to be here and assist in your efforts. Please save my information and reach out at any time.

All my best,

Claire

Claire Thompson
Sales Representative
C 919.815.7785

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From: Hamilton, Lauren <Lauren> on behalf of Hamilton, Lauren <Hamilton, Lauren>

Sent: Wednesday, March 16, 2022 4:03 PM EDT

To: Hamilton; Lauren

BCC: acorrea@lectorum.com <acorrea@lectorum.com>; adoption@origomath.com <adoption@origomath.com>; adoptions@bfwpub.com <adoptions@bfwpub.com>; sheldon.savage@studiesweekly.com <sheldon.savage@studiesweekly.com>; adriane.peters@pearson.com <adriane.peters@pearson.com>; afrierson@starfall.com <afrierson@starfall.com>; alam@wwnorton.com <alam@wwnorton.com>; Alex.schultz@aeseducation.com <Alex.schultz@aeseducation.com>; alisha@readinghorizons.com <alisha@readinghorizons.com>; Allenferry@gmail.com <Allenferry@gmail.com>; alohakona@tampabay.rr.com <alohakona@tampabay.rr.com>; amanda@academicinnovations.com <amanda@academicinnovations.com>; amy.cohen@LEGO.com <amy.cohen@LEGO.com>; amy.mahoney@carolina.com <amy.mahoney@carolina.com>; amy.otis@cambiumlearning.com <amy.otis@cambiumlearning.com>; amy@splashpublications.com <amy@splashpublications.com>; Angela.Dehls@cevmultimedia.com <Angela.Dehls@cevmultimedia.com>; APenfold@wilsonlanguage.com <APenfold@wilsonlanguage.com>; ar@donjohnston.com <ar@donjohnston.com>; 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Subject: Instructional Materials Call for Bids-Social Studies

Attachment(s): "Call for bids-Social Studies.pdf", "image001.png"

Good afternoon publishers,

We are excited to announce our 2022-2023 Social Studies Instructional Materials adoption opens Friday, April 8th! Please see the attached Call for Bids memo. The Intent to bid opens electronically April 8, 2022 in our FLIM system. [Florida Instructional Materials Adoption Portal \(flimadoption.org\)](#) Once Intent is submitted, even before deadline, the electronic system will accept bid details submissions. Meaning, the sooner the Intent to Bid is submitted, the sooner input of the bid details may be submitted.

Please feel free to reach out if you have any questions or concerns regarding the adoption.

Thanks,

Lauren

Lauren Hamilton
Instructional Materials Specialist
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Florida Department of Education
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850-245-0882 Office
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FDOE_Public Schools Signature (005)



Tom Grady, *Chair*
Ben Gibson, *Vice Chair*
Members
Monesia Brown
Esther Byrd
Grazie Pozo Christie
Ryan Petty
Joe York

MEMORANDUM

TO: Publishers of Instructional Materials

FROM: Cathy Seeds

DATE: March 16, 2022

SUBJECT: **Announcement of the 2022-2023 Instructional Materials Adoption**

Contact Information:

Lauren Hamilton
850-245-0882
Lauren.Hamilton@fldoe.org

The Florida Department of Education (FDOE) has announced plans for the 2022-2023 instructional materials adoption and is calling for bids in K-12 Social Studies.

Intent to bid will open Friday, April 8, 2022, and should be submitted no later than 5:00 p.m., Eastern Daylight Time (EDT), Friday, May 13, 2022. Bids must be filed in the Instructional Materials Office of the FDOE no later than 5:00 p.m., EDT, Friday, June 10, 2022. Resulting contracts shall be for a five-year period effective April 1, 2023. FDOE reserves the right to reject any or all bids.

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The Florida adoption is limited to instructional materials that meet the definition of a “major tool” and the accompanying “ancillary materials” as follows:

- “Major tool” refers to materials that provide instructional content and student learning activities for each of the Florida Standards that are in the course descriptions; and
- “Ancillary materials” are those items that are designed to work with the major tool and may be priced or free with order.

FDOE requires the digital instructional materials bid for adoption to be interoperable on commonly available mobile and desktop digital devices, using industry standard protocols. Recommended specifications for devices can be accessed at <http://www.fldoe.org/core/fileparse.php/5658/urlt/0097849-device-bandwidthtechspecs.pdf>.

Announcement of the 2022-2023 Instructional Materials Adoption
March 1, 2022

Publishers or manufacturers providing instructional materials as a single bundle must also make the materials available as separate and unbundled items, each priced individually, as required by section 1006.29(2), Florida Statutes. Publishers are encouraged to offer sections of state-adopted materials in digital or electronic versions at reduced rates to school districts and teachers.

Publishers must provide FDOE with access to sample copies of the major tool, in their final form, which includes the Student Edition and the Teacher Edition, in an electronic or digital format, no later than 5:00 p.m., EDT, Friday, July 8, 2022. The materials that must be sampled as part of the 2022-2023 instructional materials adoption are as follows:

- **K-12 Social Studies**
 - Major Tool – Student and Teacher Editions

Publishers will host the samples for each state instructional materials reviewer and subsequent district and public reviewers. The samples will be accessed through links on FDOE's online evaluation system. Samples must be the final versions of all instructional materials included in the publisher's bids.

In the event that new standards are adopted by the State Board of Education within the contract period, publishers are requested to provide a signed Standards Alignment Assurance. Publishers signing this form attest that all bid materials will be updated to reflect any new content standards within nine months of their adoption. Further information regarding this assurance form and all other [policies and procedures](#) may be found on FDOE's [instructional materials webpage](#).

*Please note: Intent to bid opens electronically April 8, 2022. Once the intent to bid is submitted, even before the deadline, the electronic system will accept bid details submissions. This means that the sooner the intent to bid is submitted, the sooner the input of the bid details may be submitted.

CS/lh

Sent: Wednesday, March 16, 2022 9:54 AM EDT

To: Hamilton; Lauren

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Subject: Instructional Materials Call for Bids-Social Studies

Attachment(s): "Call for bids-Social Studies.pdf", "image001.png"

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Please feel free to reach out if you have any questions or concerns regarding the adoption.

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FDOE_Public Schools Signature (005)



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Joe York

MEMORANDUM

TO: Publishers of Instructional Materials

FROM: Cathy Seeds

DATE: March 16, 2022

SUBJECT: **Announcement of the 2022-2023 Instructional Materials Adoption**

Contact Information:

Lauren Hamilton
850-245-0882
Lauren.Hamilton@fldoe.org

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The Florida adoption is limited to instructional materials that meet the definition of a “major tool” and the accompanying “ancillary materials” as follows:

- “Major tool” refers to materials that provide instructional content and student learning activities for each of the Florida Standards that are in the course descriptions; and
- “Ancillary materials” are those items that are designed to work with the major tool and may be priced or free with order.

FDOE requires the digital instructional materials bid for adoption to be interoperable on commonly available mobile and desktop digital devices, using industry standard protocols. Recommended specifications for devices can be accessed at <http://www.fldoe.org/core/fileparse.php/5658/urlt/0097849-device-bandwidthtechspecs.pdf>.

Announcement of the 2022-2023 Instructional Materials Adoption
March 1, 2022

Publishers or manufacturers providing instructional materials as a single bundle must also make the materials available as separate and unbundled items, each priced individually, as required by section 1006.29(2), Florida Statutes. Publishers are encouraged to offer sections of state-adopted materials in digital or electronic versions at reduced rates to school districts and teachers.

Publishers must provide FDOE with access to sample copies of the major tool, in their final form, which includes the Student Edition and the Teacher Edition, in an electronic or digital format, no later than 5:00 p.m., EDT, Friday, July 8, 2022. The materials that must be sampled as part of the 2022-2023 instructional materials adoption are as follows:

- **K-12 Social Studies**
 - Major Tool – Student and Teacher Editions

Publishers will host the samples for each state instructional materials reviewer and subsequent district and public reviewers. The samples will be accessed through links on FDOE's online evaluation system. Samples must be the final versions of all instructional materials included in the publisher's bids.

In the event that new standards are adopted by the State Board of Education within the contract period, publishers are requested to provide a signed Standards Alignment Assurance. Publishers signing this form attest that all bid materials will be updated to reflect any new content standards within nine months of their adoption. Further information regarding this assurance form and all other [policies and procedures](#) may be found on FDOE's [instructional materials webpage](#).

*Please note: Intent to bid opens electronically April 8, 2022. Once the intent to bid is submitted, even before the deadline, the electronic system will accept bid details submissions. This means that the sooner the intent to bid is submitted, the sooner the input of the bid details may be submitted.

CS/lh

From: Tullos, Lisa <lisa.tullos@mheducation.com>

Sent: Tuesday, April 12, 2022 12:49 PM EDT

To: Hamilton, Lauren; Baumbach, Amber

CC: Seeds; Cathy

Subject: Integrated Civics Curriculum Correlation

Attachment(s):

"image001.png", "image002.png", "image003.png", "image004.png", "image005.png", "image006.png", "image007.png"

Good afternoon,

In reviewing the Social Studies Specs for the adoption, we saw the below:

*"House Bill 5 required the Florida Department of Education to **develop or approve an integrated civic education curriculum**, which is expressed in Rule 6A-1.09411, F.A.C., "K-12 Civic Education Curriculum." Instructional materials must provide guidance to educators on integrating the content of the "K-12 Civic Education Curriculum" across all other subject areas as part of regular school work in kindergarten through Grade 12. Please complete the Integrated K-12 Civic Education Curriculum Correlation."*

Could you please provide us with, or let us know where to find, the integrated civic education curriculum so that we can complete the correlation for submission?

Thank you,

Lisa



Lisa Tullos

Bids & Contracts Specialist

McGraw Hill LLC | School Group

8787 Orion Place, Columbus OH 43240

P:614-430-4692

lisa.tullos@mheducation.com

mheducation.com



McGraw Hill welcomes Achieve3000, a recognized leader in differentiated instruction and learning acceleration for PreK-12 students, to its family of brands.

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From: Claire Thompson <cthompson@bfwpub.com>
Sent: Tuesday, April 19, 2022 12:10 PM EDT
To: Seeds; Cathy
Subject: Last-minute curriculum needs (2022-2023)

Hi Cathy,

As we approach the end of the school year, are there any remaining course areas in which you are still considering texts for 2022-2023? If so, I'd be happy to send you digital or textbook copies and a sneak peek at our teaching materials for your consideration. Here's [our catalog](#).

I'd love to know how your course is going and any issues BFW could potentially help address. Please let me know!

Thanks and hope to hear from you!

Claire

Claire

Claire Thompson
Sales Representative
C 919.815.7785

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From: Savvas Learning Company <communications@savvas.com>
Sent: Wednesday, March 23, 2022 1:14 PM EDT
To: Oliva; Jacob
Subject: Limited time only: Free 6-month digital pilot of elevateScience>

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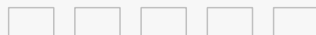
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From: Mariner Books <trademarketing@hnhco.com>

Sent: Thursday, December 30, 2021 10:38 AM EST

To: Commissioner

Subject: Mariner Books has news for you!

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From: Judy Hickman <jhickman@larsontexts.com>

Sent: Thursday, March 31, 2022 2:14 PM EDT

To: Seeds; Cathy

Subject: Math adoption state approved list

Attachment(s):

"image001.png", "image002.png", "image003.png", "image004.png", "image005.png", "image006.png", "image007.png", "image008.png"

Good afternoon, Cathy.

I listened to yesterday's board meeting and had hoped to see approval of a list of mathematics textbooks on the agenda. Have math materials been approved yet? If not, do you know when the list of approved instructional materials (textbooks) will be made public?

I appreciate any information you can provide. Thanks.

Judy



Judy Hickman

Florida Education Consultant

(814) 450-2837

JHickman@larsontexts.com

www.bigideaslearning.com



From: Ethan Fieldman <ethan@mathnation.com>

Sent: Wednesday, April 06, 2022 8:12 AM EDT

To: Seeds; Cathy

Subject: Math alignment scores

Hello, when are the math alignment scores going to be released?
Ethan

Sent: Friday, April 22, 2022 1:28 PM EDT
To: Ethan Fieldman; Ashley Fieldman; Shawn Wigg
CC: Richmond, James; Seeds, Cathy; Hamilton, Lauren; Rivers1, Angelia
Subject: Math Nation - initial appeal call
Attachment(s): "image001.png"

Hi Eric, Ashley, and Shawn,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Monday, April 25th, at 2:00 PM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time Math Nation has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Monday.

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

[DOE email signature](#)

From: Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>
Sent: Friday, April 22, 2022 1:34 PM EDT
To: Ethan Fieldman; Ashley Fieldman; Shawn Wigg
CC: Richmond, James; Seeds, Cathy; Hamilton, Lauren; Rivers1, Angelia
Subject: Math Nation - initial appeal call
Attachment(s): "image001.png"

Hi Eric, Ashley, and Shawn,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Monday, April 25th, at 2:00 PM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time Math Nation has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Monday.

Math Nation - appeal
Mon, Apr 25, 2022 2:00 PM - 2:30 PM (EDT)

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Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

[DOE email signature](#)

From: Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>

Sent: Friday, April 22, 2022 11:44 AM EDT

To: kim.harvey@mheducation.com <kim.harvey@mheducation.com>

CC: Bennett, Wayne; Patton, Sallie; Tullis, Lisa; Richmond, James; Hamilton, Lauren; Seeds, Cathy; Baumbach, Amber; Rivers1, Angelia

Subject: McGraw Hill - Initial appeal call

Attachment(s): "image001.png"

Hello Kim,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Monday, April 25th, at 9:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time McGraw Hill has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Monday.

McGraw Hill - appeal

Mon, Apr 25, 2022 9:00 AM - 9:30 AM (EDT)

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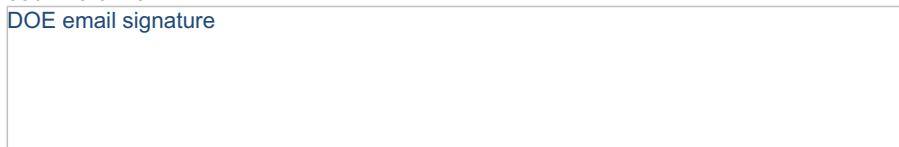
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Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

DOE email signature



From: Harvey, Kim <Kim.Harvey@mheducation.com>

Sent: Friday, April 29, 2022 2:23 PM EDT

To: Hamilton, Lauren; Baumbach, Amber

CC: Bennett, Wayne; Patton, Sallie; Tullis, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter

Subject: McGraw Hill Appeal for Grade 1, 5, and 8

Attachment(s): "McGraw Hill FL RM G8 Appeal.xlsx", "McGraw Hill Grade 5 Mathematics Appeal.xlsx", "McGraw Hill Grade 1 Mathematics Appeal.xlsx", "image001.png", "image003.png"

Good Afternoon,

Please find the attached appeal spreadsheets from McGraw Hill LLC for the following:

Bid ID	Course ID	Course	Title
410	5012030	Grade One Mathematics	Florida Reveal Math, Grade 1
414	5012070	Grade Five Mathematics	Florida Reveal Math, Grade 5
419	1205070	Grade Eight Mathematics: Pre-Algebra	Florida Reveal Math, Grade 8 Pre-Algebra

We appreciate the opportunity to submit our appeal. The appeal spreadsheet for Reveal Math Grade 4 Accelerated, which is separate from our K-5 series, will be submitted early next week.

Regards,
Kim



Kim Harvey

Sr. Director, RFP, Bids and Contracts
McGraw Hill | School
8787 Orion Place, Columbus, OH 43240
P: 614-430-4434 | C: 614-286-6626
kim.harvey@mheducation.com
mheducation.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Monday, April 25, 2022 9:29 AM

To: Harvey, Kim <Kim.Harvey@mheducation.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>

Cc: Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: RE: McGraw Hill - Initial appeal call

***** EXTERNAL EMAIL: If sender is unknown, use caution when opening. *****

Good morning everyone,

Thank you for speaking with us this morning.

Please see the attached appeal template. Please reach out if you have any questions or concerns along the way.

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

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	A	B	C
1	COURSE Grade 8 Mathematics		
2	BID 419		
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction
4	MA.8.AR.3.5		Reviewer comment: "Many related standards, but a lack of explicit instruction for Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form."
5	MA.8.DP.1.2		Lesson 4-5 was updated to show the correct benchmark, MA.8.AR.3.3. Lesson 4-7 was updated to include a real world example with a real world icon to provide better Reviewer 1 comment: "Feels like this standard should have more opportunity to practice, separate from MA.8.DP.1.1"
6			Lesson 9-1 covers both MA.8.DP.1.1 and MA.8.DP.1.2, We changed Exercise 5 to provide a scatterplot so that students have more opportunity to practice interpreting scatterplots without having to construct first and then interpret.
7	MA.8.DP.2.3		All <i>Florida Reveal Math</i> lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital forms. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALEKS, a Reviewer 1 comment: "Use of the language 'relative frequency' is incorrect throughout the lessons aligned to this benchmark. Relative frequency is not part of this benchmark."
8			We changed all instances of relative frequency to experimental probability.
9	MA.8.GR.2.1		Reviewer comment: "Inadequate practice problems are provided. More scaffolding is needed. This concept needs lots of practice and reinforcement with more student-friendly real-world problems."
10			We adjusted instruction in Example to provide real-world example and adjusted practice.
11	MA.8.GR.2.2		All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital forms. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALEKS, a research-based, online learning program that provides the individual support required for every Reviewer comment: "Content aligns nicely to the standard, but there are not enough examples for the struggling students to feel success with the concepts. Excellent exposure and examples for the students who need enrichment."
12			We adjusted instruction to help struggling students connect scale factor at Grade 7 to dilation at Grade 8 by looking at a non-geometric real world figure.
13			All <i>Florida Reveal Math</i> lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital forms. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALEKS, a

	D	E	F	G
1			Reviewer Evaluation Scale: 5- Very Good 4- Good 3- Fair 2- Poor 1- Very Poor/No Alignment	
2				
3	Link to correction in materials			
4	https://www.nheducation.com/units/school/explorate/sites/florida/standards/grade-8/ma-8-ar-3-5/g8-lesson-4-5-4-7-te-updates.pdf			
5	https://www.nheducation.com/units/school/explorate/sites/florida/standards/grade-8/ma-8-ar-3-5/g8-lesson-4-5-4-7.pdf			
6	https://www.nheducation.com/units/school/explorate/sites/florida/standards/grade-8/ma-8-dp-1-2/g8-lesson-9-1.pdf			
7	https://www.nheducation.com/units/school/explorate/sites/florida/standards/grade-8/ma-8-dp-2-3/g8-lessons-10-3-10-4-te-updates.pdf			
8	https://www.nheducation.com/units/school/explorate/sites/florida/standards/grade-8/ma-8-dp-2-3/g8-lessons-10-3-10-4.pdf			
9	https://www.nheducation.com/units/school/explorate/sites/florida/standards/grade-8/ma-8-gr-2-1/g8-lesson-8-4-te-updates.pdf			
10	https://www.nheducation.com/units/school/explorate/sites/florida/standards/grade-8/ma-8-gr-2-1/g8-lesson-8-4.pdf			
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12	https://www.nheducation.com/units/school/explorate/sites/florida/standards/grade-8/ma-8-gr-2-2/grade-8-lesson-8-5-te-updates.pdf			
13	https://www.nheducation.com/units/school/explorate/sites/florida/standards/grade-8/ma-8-gr-2-2/grade-8-lesson-8-5-te-updates.pdf			

	A	B	C
14	MA.8.GR.2.3		<p>Reviewer comment: "Some of the problems in the practice for this benchmark are not aligned well or outside the limits/clarifications. There are not enough examples for the struggling students to feel success with the concepts. Nice exposure and examples for the students who need enrichment. Application problems in section 8.1 practice are not at all connected to the benchmark; Section 8-2 'Build Perseverance' problem is way outside the limits/clarifications for this benchmark."</p> <p>For Lesson 8-1 we replaced the Apply problem and corresponding practice exercises to align to the benchmark.</p> <p>For Lesson 8-2, we replaced the Build Perseverance exercises.</p>
15	MA.8.NSO.1.7		<p>All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital formats. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all <i>Florida Reveal Math</i> students have access to ALBKS, a research-based, online learning program that provides the individual support required for every</p> <p>Reviewer comment: "Did not see explicit reference to order of operations. Did not see many examples where students were asked to solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals."</p>
16			<p>For Lesson 2-1 updated examples to include instruction for order of operations and adjusted an example to provide instruction on solving multi-step real-world problems involving the order of</p>
17			<p>Reviewer 1 comment: "No evidence of Critical Race Theory was noted within the instructional materials." Reviewer 2 comment: "Nothing noticed." Reviewer 3 comment: "No evidence of topic coverage."</p>
18	Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?		<p>We do not include Critical Race Theory in our instructional materials, and no reviewer found any evidence of CRT in our materials.</p>

	D	E	F	G
	https://www.nheducation.com/units/school/explora/sites/florida/standards/grade-8/ma-8-gr-2-3/g8-lesson-8-1-8-2-se.pdf			
14	https://www.nheducation.com/units/school/explora/sites/florida/standards/grade-8/ma-8-gr-2-3/g8-lesson-8-1-8-2-te-updates.pdf			
15	https://www.nheducation.com/units/school/explora/sites/florida/standards/grade-8/ma-8-nso-1-7/g8-lesson-2-1-se.pdf			
16	https://www.nheducation.com/units/school/explora/sites/florida/standards/grade-8/ma-8-nso-1-7/g8-lesson-2-1-te-update.pdf			
17				
18				

	A	B	C
1	COURSE Grade 1 Mathematics		
2	BID 410		
	Standard Below 3 (if applicable)	Special Topic Concern (if applicable)	Publisher Correction
3	MA.1.AR.1.1		Reviewer 1: "Rigor is not there for the BEST standards." Reviewer 2: "Provides suitable instruction to build understanding and allow student practice. Would like to have seen some problems begin with the sum."
4	MA.1.AR.1.1		
5	MA.1.AR.2.1		Reviewer 1: "meets BEST standard" Reviewer 2: "The concept is taught mostly through fact family practice with little student practice for missing addends."
6			Lessons 5-6 and 5-7 focus on MA.1.AR.2.1 and Lesson 5-8 also uses addition to subtract.
7	MA.1.DP.1.1		For lessons that align to MA.1.DP.1.1, reviewers commented: "Not enough instruction — only 1 lesson on each."
8			Grade 1 features two lessons for MA.1.DP.1.1. Please see linked Student Edition and Teacher Edition pages for Lessons 13-1 and 13-2.
9	MA.1.DP.1.2		For lessons that align to MA.1.DP.1.2, reviewers commented: "Not enough instruction — only 1 lesson on each."
10			Grade 1 features two lessons for MA.1.DP.1.2. Please see linked Student Edition and Teacher Edition pages for Lessons 13-3 and 13-4.
11	MA.1.GR.1.4		There are several comments noting "not enough practice" for certain standards in Grade 1, including MA.1.GR.1.4.
12	MA.1.M.2.2		In all grades, Reveal Math offers additional practice in both print and digital formats outside of the core (print) student edition. Please see sample extra practice pages for Grade 1, Lesson 6-8. Reviewer 1: "Not many opportunities for practice" Reviewer 2: "Cursorry coverage of the benchmark"
13			McGraw Hill updated Lesson 12-8 to deepen coverage of the benchmark including finding the value of multiple pennies, nickels, and dimes - instruction connects skip counting by 5s or 10s to finding the value of a set of nickels or dimes - instruction allows students to determine efficient counting techniques when finding the value of multiple pennies (such as creating groups of 2, 5, or 10 and skip counting) - students use these counting technique to discover how many of each coin are needed to equal \$1 - instruction includes connecting student's previous experience with decomposing by place value to determine how many quarters are needed to equal \$1
14			In addition, McGraw Hill increased the number of practice exercises in the Student Edition. This lesson now includes identifying pennies, nickels, dimes, and quarters and stating the value of each of those coins; stating how many of each coin equals

	D	E	F	G
1				Reviewer Evaluation Scale: 5- Very Good 4- Good 3- Fair 2- Poor 1- Very Poor/No Alignment
2				
3	Link to correction in materials			
4	http://www.mheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-ar-1-1-florida-reveal-math-teacher-edition-g1-lesson-4-8.pdf			
5	http://www.mheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-ar-2-1-florida-reveal-math-student-edition-g1-lessons-5-6-5-7-5-8.pdf			
6	http://www.mheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-ar-2-1-florida-reveal-math-teacher-edition-g1-lessons-5-6-5-7-5-8.pdf			
7	http://www.mheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-dp-1-1-florida-reveal-math-student-edition-g1-lessons-1-3-1-and-1-3-2.pdf			
8	http://www.mheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-dp-1-1-florida-reveal-math-teacher-edition-g1-lessons-1-3-1-and-1-3-2.pdf			
9	http://www.mheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-dp-1-2-florida-reveal-math-student-edition-g1-lessons-1-3-3-and-1-3-4.pdf			
10	http://www.mheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-dp-1-2-florida-reveal-math-teacher-edition-g1-lessons-1-3-3-and-1-3-4.pdf			
11	http://www.mheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-gr-1-4-additional-practice/ma-1-gr-1-4-fl-1-06-08-additional-practice-book-identify-2-and-3-dimensional-figures-in-the-real-world.pdf			
12	http://www.mheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-m-2-2-ma-1-m-2-3/fl-rm-se-g1-1-2-108-443439-anno.pdf			
13				
14	http://www.mheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-m-2-2-ma-1-m-2-3/fl-rm-te-g1-1-2-108-443365.pdf			

	A	B	C
15	MA.1.M.2.3		<p>Reviewer 1: "Not many opportunities for practice"</p> <p>Reviewer 2: "Basic coverage of the benchmark – does not include explicit connection to place value or skip counting"</p> <p>McGraw Hill updated Lesson 12-9 by removing finding the number of pennies, nickels, dimes, and quarters equal to \$1 (moved to Lesson 12-8) and adding additional instruction on finding the value of a collection of pennies, nickels, and/or dimes including strategies that use skip counting and place value.</p> <ul style="list-style-type: none"> - instruction includes relating skip counting to find the value of a collection of coins to addition strategies - instruction allows students to discover efficient counting techniques, such as counting by 10s for dimes first, then counting by 5s for nickels, and finally adding on the pennies - instruction includes connecting previous knowledge, such as 10 more/less than a given number and 1 more/less than a given number, to finding the value of a collection of coins
16	MA.1.M.2.1		<p>Reviewer 1: "Not many opportunities for practice"</p> <p>Reviewer 2: "Missing the connection to semi circle"</p>
17			<p>Connection to the semi circle is found in Lesson 12-7, which includes instruction on connecting the half-hour to a semi-circle within the Math Is question in the Student Edition and in the Teacher Edition: Guided Exploration</p>
18		SEL	<p>Reviewer 1: "No SEL outside of subject area"</p> <p>Reviewer 2: "Pieces of the teaching edition include components of SEL."</p> <p>McGraw Hill removed all references to SEL from the product.</p>
19			<p>McGraw Hill updated Lessons 3-6, 3-8, 4-5, 4-7, 4-11, 5-9, 6-8, 8-2, 8-5, 11-1, 11-2, 11-4, 12-7, 12-10, and 14-2 by revising the Math Is...Mindset sections and Math Mindset supports in the teaching edition to closer align to the Mathematical Thinking and Reasoning standards to "promote deeper learning and understanding of mathematics while cultivating a community of growth mindset learners and reflecting on the thinking of self and others." A sample of the edits is provided.</p>

	D	E	F	G
	http://www.mheducation.com/unidades/school/explore/sites/florida/standards/grade-1/ma-1-m-2-2-ma-1-m-2-3/fl-fm-se-gl-u12-109-443439-anno.pdf			
15	http://www.mheducation.com/unidades/school/explore/sites/florida/standards/grade-1/ma-1-m-2-2-ma-1-m-2-3/fl-fm-te-gl-u12-109-4434365.pdf			
16	http://www.mheducation.com/unidades/school/explore/sites/florida/standards/grade-1/ma-1-m-2-1/fl-fm-se-gl-u12-107-443439-anno.pdf			
17	http://www.mheducation.com/unidades/school/explore/sites/florida/standards/grade-1/ma-1-m-2-1/fl-fm-te-gl-u12-107-4434365.pdf			
18	https://www.mheducation.com/unidades/school/explore/sites/florida/standards/grade-1/fl-fm-gl-math/index-updates.pdf			
19				

	A	B	C
1	COURSE Grade Five Mathematics		
2	BID 414		
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction
4		SEL	<p>Reviewer 1: "some SEL content and strategies incorporated." Reviewer 2: "Social Emotional Learning is solicited - found in the 'Math is...Mindset' sections found in every lesson.</p> <p>McGraw Hill has removed any references to SEL in the product.</p> <p>McGraw Hill updated Lessons 3-2, 4-3, 5-5, 6-2, 6-5, 7-8, 8-4, 8-5, 10-1, 10-5, 11-1, 12-7, and 14-2 by revising the Math Is...Mindset prompts and Math Mindset supports to align more closely to the Mathematical Thinking and Reasoning standards to "promote deeper learning and understanding of mathematics while cultivating a community of growth mindset learners and reflecting on the thinking of self and others." A sample of the edits is provided. In the Teacher Edition are reduced Student Edition pages to help teachers plan for instruction. These reduced Student Edition pages are referred to as "mini" by the development teams.</p>
5			
6			
7			

	D	E	F	G
1			Reviewer Evaluation Scale: 5- Very Good 4- Good 3- Fair 2- Poor 1- Very Poor/No Alignment	
2				
3	Link to correction in materials https://www.flheducation.com/units/school-explore/sites/florida/standards/grade-5/fi-rm-g5-mathmindset-updates.pdf			
4				
5				
6				
7				

From: Harvey, Kim <Kim.Harvey@mheducation.com>

Sent: Tuesday, May 03, 2022 11:00 AM EDT

To: Hamilton, Lauren; Baumbach, Amber

CC: Bennett, Wayne; Patton, Sallie; Tullos, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter

Subject: McGraw Hill Appeal for Grade 4 Accelerated

Attachment(s): "image001.png", "image003.png", "McGraw Hill Grade 4 Accelerated Mathematics Appeal.xlsx"

Good Morning,

Please find the attached appeal spreadsheet from McGraw Hill LLC for the following:

Bid ID	Course ID	Course	Title
416	5012065	Grade 4 Accelerated Mathematics	Florida Reveal Math, Grade 4 Accelerated

Please let us know next steps in the appeal process for the McGraw Hill programs in grades 1, 5, 8, and 4 accelerated.

Regards,
Kim



Kim Harvey

Sr. Director, RFP, Bids and Contracts

McGraw Hill | School

8787 Orion Place, Columbus, OH 43240

P: 614-430-4434 | C: 614-286-6626

kim.harvey@mheducation.com

mheducation.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Monday, April 25, 2022 9:29 AM

To: Harvey, Kim <Kim.Harvey@mheducation.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>

Cc: Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa <lisa.tullos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: RE: McGraw Hill - Initial appeal call

***** EXTERNAL EMAIL: If sender is unknown, use caution when opening. *****

Good morning everyone,

Thank you for speaking with us this morning.

Please see the attached appeal template. Please reach out if you have any questions or concerns along the way.

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)



From: Hamilton, Lauren

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message and deleting it from your computer. Thank you.

	A	B	C	D	E	F
1	COURSE Grade 4 Accelerated Mathematics					
2	BID 416					
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction			Link to
4		SEL	<p>Reviewer 1: "I did not see evidence that this was violated." Reviewer 2: "Social Awareness topics are listed in the teachers manual. Example pg 521 in TTE includes a section on empathy and how to incorporate into the classroom" Reviewer 3: "Does not include"</p> <p>McGraw Hill has removed any references to SEL in the product.</p> <p>McGraw Hill updated Lessons 3-3, 4-3, 4-9, 6-4, 6-8, 7-2, 7-5, 8-8, 8-16, 9-4, 9-5, 12-1, 12-5, 13-1, 14-8, 14-9, 15-7, 16-3, and 17-2 by revising the Math Is...Mindset prompts and Math Mindset supports to align more closely to the Mathematical Thinking and Reasoning standards to "promote deeper learning and understanding of mathematics while cultivating a community of growth mindset learners and reflecting on the thinking of self and others." A sample of the edits is provided. In the Teacher Edition are reduced Student Edition pages to help teachers plan for instruction. These reduced Student Edition pages are referred to as "mini" by the development teams.</p> <p>McGraw Hill was not able to locate the example on pg 521 that Reviewer 2 cited.</p>			https://www.explore.site/tm-84-accel/updates.pdf
5						
6						
7						
8						

	G	H	I	J	K
1				Reviewer Evaluation Scale: 5- Very Good 4- Good 3- Fair 2- Poor 1- Very Poor/No Alignment	
2					
3	correction in materials https://www.floridastandards.org/FloridaStandards/grade-4/math/standards-for-mathematical-practices/				
4					
5					
6					
7					
8					

From: Harvey, Kim <Kim.Harvey@mheducation.com>

Sent: Monday, May 09, 2022 1:49 PM EDT

To: Baumbach, Amber; Hamilton, Lauren

CC: Bennett, Wayne; Patton, Sallie; Tullis, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter

Subject: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Attachment(s): "image004.png", "Publisher Appeal_McGraw Hill_Grade 1 Mathematics_05-09-22.xlsx", "Publisher Appeal McGraw Hill Grade 5 Mathematics_05-09-22.xlsx", "Publisher Appeal McGraw Hill Grade 8 Mathematics_05-09-22.xlsx", "Publisher Appeal McGraw Hill Grade 4 Accelerated Mathematics_05-09-22.xlsx"

Good Afternoon,

Thank you for the feedback on our appeal spreadsheets. Based on this feedback, we have updated the links in the attached documents for the following McGraw Hill programs:

Bid ID	Course ID	Course	Title
410	5012030	Grade One Mathematics	Florida Reveal Math, Grade 1
414	5012070	Grade Five Mathematics	Florida Reveal Math, Grade 5
419	1205070	Grade Eight Mathematics: Pre-Algebra	Florida Reveal Math, Grade 8 Pre-Algebra
416	5012065	Grade 4 Accelerated Mathematics	Florida Reveal Math, Grade 4 Accelerated

Please let us know if there are any other items we need to provide regarding our appeal.

Regards,
Kim



Kim Harvey

Sr. Director, RFP, Bids and Contracts
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	A	B	C
1	COURSE Grade 4 Accelerated Mathematics		
2	BID 416		
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction
4		SEL	<p>Reviewer 1: "I did not see evidence that this was violated." Reviewer 2: "Social Awareness topics are listed in the teachers' manual. Example pg 521 in TTE includes a section on empathy and how to incorporate into the classroom" Reviewer 3: "Does not include" McGraw Hill has removed any references to SEL in the product. McGraw Hill updated lessons by revising the Math Is...Mindset prompts and Math Mindset supports to align more closely to the Mathematical Thinking and Reasoning standards to "promote deeper learning and understanding of mathematics while cultivating a community of growth mindset learners and reflecting on the thinking of self and others." The lessons listed below were updated.</p>
5			Lesson 3-3
6			Lesson 4-3
7			Lesson 4-3
8			Lesson 4-9
9			Lesson 4-9
10			Lesson 6-4
11			Lesson 6-4
12			Lesson 6-8
13			Lesson 6-8
14			Lesson 6-8
15			Lesson 7-2
16			Lesson 7-2
17			Lesson 7-5
18			Lesson 7-5
19			Lesson 8-8
20			Lesson 8-8
21			Lesson 8-16
22			Lesson 8-16
23			Lesson 9-4
24			Lesson 9-4
25			Lesson 9-5
26			Lesson 9-5
27			Lesson 12-1
28			Lesson 12-1
29			Lesson 12-5
30			Lesson 12-5
31			Lesson 13-1
32			Lesson 13-1
33			Lesson 14-8
34			Lesson 14-8
35			Lesson 14-9
36			Lesson 14-9

	D	E	F	G
1			Reviewer Evaluation Scale: 5- Very Good 4- Good 3- Fair 2- Poor 1- Very Poor/No Alignment	
2				
3	Link to correction in materials			
4				
5	link to 3-3 SE			
6	link to 3-3 TE			
7	link to 4-3 SE			
8	link to 4-3 TE			
9	link to 4-9 SE			
10	link to 4-9 TE			
11	link to 6-4 SE			
12	link to 6-4 TE			
13	link to 6-8 SE			
14	link to 6-8 TE			
15	link to 7-2 SE			
16	link to 7-2 TE			
17	link to 7-5 SE			
18	link to 7-5 TE			
19	link to 8-8 SE			
20	link to 8-8 TE			
21	link to 8-16 SE			
22	link to 8-16 TE			
23	link to 9-4 SE			
24	link to 9-4 TE			
25	link to 9-5 SE			
26	link to 9-5 TE			
27	link to 12-1 SE			
28	link to 12-1 TE			
29	link to 12-5 SE			
30	link to 12-5 TE			
31	link to 13-1 SE			
32	link to 13-1 TE			
33	link to 14-8 SE			
34	link to 14-8 TE			
35	link to 14-9 SE			
36	link to 14-9 TE			

	A	B	C
37			Lesson 15-3
38			
39			Lesson 16-7
40			
41			Lesson 17-2
42			

	D	E	F	G
37	link to 15-3 SE			
38	link to 15-3 TE			
39	link to 16-7 SE			
40	link to 16-7 TE			
41	link to 17-2 SE			
42	link to 17-2 TE			

	A	B	C
1	COURSE Grade Five Mathematics		
2	BID 414		
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction
4		SEL	<p>Reviewer 1: "some SEL content and strategies incorporated;" Reviewer 2: "Social Emotional Learning is solicited - found in the 'Math is...Mindset' sections found in every lesson." McGraw Hill has removed any references to SEL in the product. McGraw Hill updated lessons listed below by revising the Math Is...Mindset prompts and Math Mindset supports to align more closely to the Mathematical Thinking and Reasoning standards to "promote deeper learning and understanding of mathematics while cultivating a community of growth mindset learners and reflecting on the thinking of self and others." The lessons listed below were updated.</p>
5			Lesson 3-2
6			Lesson 4-3
7			Lesson 5-5
8			Lesson 6-2
9			Lesson 6-5
10			Lesson 7-8
11			Lesson 8-4
12			Lesson 8-5
13			Lesson 10-1
14			Lesson 10-5
15			Lesson 11-1
16			Lesson 12-7
17			Lesson 14-2
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			

	D	E	F	G
1			Reviewer Evaluation Scale: 5- Very Good 4- Good 3- Fair 2- Poor 1- Very Poor/No Alignment	
2				
3	Link to correction in materials			
4				
5	(link to 3-2 SE)			
6	(link to 3-2 TE)			
7	(link to 4-3 SE)			
8	(link to 4-3 TE)			
9	(link to 5-5 SE)			
10	(link to 5-5 TE)			
11	(link to 6-2 SE)			
12	(link to 6-2 TE)			
13	(link to 6-5 SE)			
14	(link to 6-5 TE)			
15	(link to 7-8 SE)			
16	(link to 7-8 TE)			
17	(link to 8-4 SE)			
18	(link to 8-4 TE)			
19	(link to 8-5 SE)			
20	(link to 8-5 TE)			
21	(link to 10-1 SE)			
22	(link to 10-1 TE)			
23	(link to 10-5 SE)			
24	(link to 10-5 TE)			
25	(link to 11-1 SE)			
26	(link to 11-1 TE)			
27	(link to 12-7 SE)			
28	(link to 12-7 TE)			
29	(link to 14-2 SE)			
30	(link to 14-2 TE)			

	A	B	C
1	COURSE Grade 8 Mathematics BID 419		
2	Publisher Correction		
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	
4	MA.8.AR.3.5		Reviewer comment: "Many related standards, but a lack of explicit instruction for Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form."
5			Lesson 4-5 was updated to show the correct benchmark, MA.8.AR.3.3.
6			Lesson 4-7 was updated to include a real world example to provide better alignment to MA.8.AR.3.5.
7	MA.8.DP.1.2		Reviewer 1 comment: "Feels like this standard should have more opportunity to practice, separate from MA.8.DP.1.1"
8			Lesson 9-1 Practice (exercise 5) was updated to include a scatterplot so that students have opportunity to interpret scatterplots without having to construct first and then interpret. All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital forms. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALEKS, a research-based, online learning program that provides the individual support required for every student to achieve mastery.
9	MA.8.DP.2.3		Reviewer 1 comment: "Use of the language 'relative frequency' is incorrect throughout the lessons aligned to this benchmark. Relative frequency is not part of this benchmark."
10			Lesson 10-3 was updated to replace all instances of relative frequency to experimental probability.
11			Lesson 10-4 was updated to replace all instances of relative frequency to experimental probability.
12			
13	MA.8.GR.2.1		Reviewer comment: "Inadequate practice problems are provided. More scaffolding is needed. This concept needs lots of practice and reinforcement with more student-friendly real-world problems." Lesson 8-4 was updated to provide real-world example in Example 1. Practice exercises were updated to align to the revised example.
14			All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital forms. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALEKS, a research-based, online learning program that provides the individual support required for every student to achieve mastery.
15	MA.8.GR.2.2		Reviewer comment: "Content aligns nicely to the standard, but there are not enough examples for the struggling students to feel success with the concepts. Excellent exposure and examples for the students who need enrichment." Lesson 8-5 was updated with revised instruction to help struggling students connect scale factor (learned in Grade 7) to dilation by looking at a non-geometric real world figures.
16			All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital forms. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALEKS, a research-based, online learning program that provides the individual support required for every student to

	D	E	F	G
1			Reviewer Evaluation Scale: 5- Very Good 4- Good 3- Fair 2- Poor 1 - Very Poor/No Alignment	
2				
3	Link to correction in materials			
4	Link to 4-5 SE			
5	Link to 4-5 TE			
6	Link to 4-7 SE			
7	Link to 4-7 TE			
	Link to 9-1 SE			
8				
9	Link to 9-1 TE			
	Link to 10-3 SE			
10				
11	Link to 10-3 TE			
12	Link to 10-4 SE			
13	Link to 10-4 TE			
	Link to 8-4 SE			
14				
15	Link to 8-4 TE			
	Link to 8-5 SE			
16				

17	A	B	C
	MA.8.GR.2.3		<p>achieve mastery.</p> <p>Reviewer comment: "Some of the problems in the practice for this benchmark are not aligned well or outside the limits/clarifications. There are not enough examples for the struggling students to feel success with the concepts. Nice exposure and examples for the students who need enrichment. Application problems in section 8.1 practice are not at all connected to the benchmark; Section 8-2 'Build Perseverance' problem is way outside the limits/clarifications for this benchmark."</p> <p>Lesson 8-1 was updated with a revised Apply problem and corresponding practice exercises for stronger alignment to the benchmark.</p> <p>All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital formats. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALBKS, a research-based, online learning program that provides the individual support required for every student to achieve mastery.</p>
18			
19	MA.8.GR.2.3		<p>Lesson 8-2 was updated with a revised Build Perseverance exercise for a stronger alignment to the benchmark and clarifications.</p>
20			
21	MA.8.NSO.1.7		<p>Reviewer comment: "Did not see explicit reference to order of operations. Did not see many examples where students were asked to solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals."</p> <p>Lesson 2-1 was updated with two revised examples: one that includes instruction for order of operations and a second that provides instruction on solving multi-step real-world problems involving the order of operations.</p>
22			
23			
24		<p>Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?</p>	<p>Reviewer 1 comment: "No evidence of Critical Race Theory was noted within the instructional materials." Reviewer 2 comment: "Nothing noticed." Reviewer 3 comment: "No evidence of topic coverage."</p> <p>We do not include Critical Race Theory in our instructional materials, and no reviewer found any evidence of CRT in our materials.</p>

	D	E	F	G
17	Link to 8-5 TE Link to 8-1 SE			
18	Link to 8-1 TE			
19	Link to 8-2 SE			
20	Link to 8-2 TE			
21	Link to 2-1 SE			
22				
23	Link to 2-1 TE			
24				

	A	B	C
1	COURSE Grade 1 Mathematics		
2	BID 410		
3	Standard Below 3 (if applicable)	Special Topic Concern (if applicable)	Publisher Correction
4	MA.1.AR.1.1		<p>Reviewer 1: "Rigor is not there for the BEST standards."</p> <p>Reviewer 2: "Provides suitable instruction to build understanding and allow student practice. Would like to have seen some problems begin with the sum."</p> <p>McGraw Hill updated Lesson 4-8 by changing the placement of the sum (having the sum on the left side of the equation) in Exercises 4 and 6 and further increased rigor by updating Exercises 8 and 9.</p>
5	MA.1.AR.2.1		<p>Reviewer 1: "meets BEST standard"</p> <p>Reviewer 2: "The concept is taught mostly through fact family practice with little student practice for missing addends."</p> <p>Lessons 5-6 and 5-7 focus on MA.1.AR.2.1 and Lesson 5-8 also uses addition to subtract.</p>
6			<p>McGraw Hill updated Exercises 3, 4, and 9 in Lesson 5-6 to focus on examples of "restating a subtraction problem as a missing addend problem."</p>
7			<p>Reviewer 1: "Not enough instruction – only 1 lesson on each."</p>
8	MA.1.DP.1.1		<p>Reviewer 1: "Not enough instruction – only 1 lesson on each."</p>
9			<p>Grade 1 features two lessons for MA.1.DP.1.1. Please see linked Student Edition and Teacher Edition pages for Lessons 13-1 and 13-2.</p>
10			<p>Grade 1 features two lessons for MA.1.DP.1.2. Please see linked Student Edition and Teacher Edition pages for Lessons 13-3 and 13-4.</p>
11	MA.1.DP.1.2		<p>Reviewer 1: "Not enough instruction – only 1 lesson on each."</p>
12			<p>Reviewer 1: "Not enough practice"</p>
13			<p>Grade 1 features two lessons for MA.1.DP.1.2. Please see linked Student Edition and Teacher Edition pages for Lessons 13-3 and 13-4.</p>
14			<p>Reviewer 1: "Not enough opportunities for practice"</p> <p>Reviewer 2: "Missing the connection to semi circle"</p>
15	MA.1.GR.1.4		<p>In all grades, Reveal Math offers additional practice in both print and digital formats outside of the core (print) student edition. Please see the Differentiate pages in the Teacher Edition for every lesson. For example, Grade 1, Lesson 6-8.</p>
16	MA.1.M.2.1		<p>McGraw Hill updated Lesson 12-7 to highlight the connection of half hours to the semi circle and revised Exercise 8 (p. 156) to give students practice with the connection. The Math Is prompt in the Student Edition and in the Teacher Edition: Guided Exploration and Activity-Based Exploration asks students to make the connection between half hours and semi circles.</p>
17			<p>In all grades, Reveal Math offers additional practice in both print and digital formats outside of the core (print) student edition.</p>
18			

	D	E	F	G
1			Reviewer Evaluation Scale: 5- Very Good 4- Good 3- Fair 2- Poor 1- Very Poor/No Alignment	
2				
3	Link to correction in materials	link inserted		
4	link to 4-8 SE			
5	link to 4-8 TE link to 5-6 SE			
6				
7	link to 5-6 TE			
8	link to 13-1 SE			
9	link to 13-1 TE			
10	link to 13-2 SE			
11	link to 13-2 TE			
12	link to 13-3 SE			
13	link to 13-3 TE			
14	link to 13-4 SE			
15	link to 13-4 TE link to 6-8 TE			
16	link to 12-7 SE			
17				
18	link to 12-7 TE			

	A	B	C
19	MA.1.M.2.2		<p>Reviewer 1: "Not many opportunities for practice" Reviewer 2: "Cursory coverage of the benchmark"</p> <p>McGraw Hill updated Lesson 12-8 to deepen coverage of the benchmark including finding the value of multiple pennies, nickels, and dimes</p> <ul style="list-style-type: none"> - instruction connects skip counting by 5s or 10s to finding the value of a set of nickels or dimes - instruction allows students to determine efficient counting techniques when finding the value of multiple pennies (such as creating groups of 2, 5, or 10 and skip counting) - students use these counting techniques to discover how many of each coin are needed to equal \$1 - instruction includes connecting student's previous experience with decomposing by place value to determine how many quarters are needed to equal \$1 <p>In addition, McGraw Hill increased the number of practice exercises in the Student Edition. This lesson now includes identifying pennies, nickels, dimes, and quarters and stating the value of each of those coins; stating how many of each coin equals \$1 (MA.1.M.2.2); and finding the total value of multiples of pennies, nickels, or dimes (MA.1.M.2.3)</p>
20	MA.1.M.2.3		<p>Reviewer 1: "Not many opportunities for practice" Reviewer 2: "Basic coverage of the benchmark – does not include explicit connection to place value or skip counting"</p> <p>McGraw Hill updated Lesson 12-9 by removing finding the number of pennies, nickels, dimes, and quarters equal to \$1 (moved to Lesson 12-8) and adding additional instruction on finding the value of a collection of pennies, nickels, and/or dimes including strategies that use skip counting and place value.</p> <ul style="list-style-type: none"> - instruction includes relating skip counting to find the value of a collection of coins to addition strategies - instruction allows students to discover efficient counting techniques, such as counting by 10s for dimes first, then counting by 5s for nickels, and finally adding on the pennies - instruction includes connecting previous knowledge, such as 10 more/less than a given number and 1 more/less than a given number, to finding the value of a collection of coins <p>In addition, McGraw Hill increased the number of practice exercises in the Student Edition.</p>
21		SEL	<p>Reviewer 1: "No SEL outside of subject area" Reviewer 2: "Pieces of the teaching edition include components of SEL."</p> <p>McGraw Hill removed all references to SEL from the product.</p> <p>McGraw Hill updated lessons by revising the Math Is...Mindset sections and Math Mindset supports in the teaching edition to closer align to the Mathematical Thinking and Reasoning standards to "promote deeper learning and understanding of mathematics while cultivating a community of growth mindset learners and reflecting on the thinking of self and others." The updated lessons are listed below.</p>
22			Lesson 3-6
23			Lesson 3-8
24			Lesson 4-5
25			Lesson 4-7
26			Lesson 4-11
27			Lesson 5-9
28			Lesson 6-8
29			Lesson 8-2
30			
31			
32			
33			
34			
35			
36			
37			
38			
39			

	D	E	F	G
	link to 12-8 SE			
19	link to 12-8 TE			
20	link to 12-9 SE			
21				
22	link to 12-9 TE			
23				
24	link to 3-6 SE			
25	link to 3-6 TE			
26	link to 3-8 SE			
27	link to 3-8 TE			
28	link to 4-5 SE			
29	link to 4-5 TE			
30	link to 4-7 SE			
31	link to 4-7 TE			
32	link to 4-11 SE			
33	link to 4-11 TE			
34	link to 5-9 SE			
35	link to 5-9 TE			
36	link to 6-8 SE			
37	link to 6-8 TE			
38	link to 8-2 SE			
39	link to 8-2 TE			

	A	B	C
40			Lesson 8-5
41			
42			Lesson 11-1
43			
44			Lesson 11-2
45			
46			Lesson 11-4
47			
48			Lesson 12-7
49			
50			Lesson 12-10
51			
52			Lesson 14-2
53			

	D	E	F	G
40	link to 8-5 SE			
41	link to 8-5 TE			
42	link to 11-1 SE			
43	link to 11-1 TE			
44	link to 11-2 SE			
45	link to 11-2 TE			
46	link to 11-4 SE			
47	link to 11-4 TE			
48	link to 12-7 SE			
49	link to 12-7 TE			
50	link to 12-10 SE			
51	link to 12-10 TE			
52	link to 14-2 SE			
53	link to 14-2 TE			

From: Harvey, Kim <Kim.Harvey@mheducation.com>
Sent: Thursday, April 21, 2022 12:09 PM EDT
To: Hamilton, Lauren; Seeds, Cathy; Baumbach, Amber; Rivers1, Angelia
CC: Bennett, Wayne; Patton, Sallie; Tullos, Lisa
Subject: McGraw Hill Appeal Request for 21-22 Instructional Materials Mathematics List
Attachment(s): "image001.png", "McGraw Hill Appeal Request 4-18-22.pdf"

Good morning,

The hard copy of the attached letter was delivered this morning.

Please let us know what our next steps are concerning our appeal request.

Regards,
Kim

From: Harvey, Kim
Sent: Monday, April 18, 2022 4:32 PM
To: Lauren.Hamilton@fldoe.org; Cathy.Seeds@fldoe.org; Amber.Baumbach@fldoe.org; Angelia.Rivers1@fldoe.org
Cc: Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa <lisa.tullos@mheducation.com>
Subject: McGraw Hill Appeal Request for 21-22 Instructional Materials Mathematics List

Good Afternoon,

Please find attached McGraw Hill's written petition for an appeal hearing for the 21-22 Instructional Mathematics List.

Regards,
Kim



Kim Harvey
Sr. Director, RFP, Bids and Contracts
McGraw Hill | School
8787 Orion Place, Columbus, OH 43240
P: 614-430-4434 | C: 614-286-6626
kim.harvey@mheducation.com
mheducation.com

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Kimberly Harvey
Sr. Director, RFP, Bids & Contracts
8787 Orion Place
Columbus, OH 43240
Tel.: 614.430.4434
Kim.harvey@mheducation.com

Florida Department of Education
Room 1514
Turlington Building
325 West Gaines Street
Tallahassee, FL 32399

April 18, 2022

To Whom It May Concern:

In accordance with Chapter 120, F.S. and Rule 28-106, F.A.C, McGraw Hill School LLC is formally requesting, by written petition, an opportunity for a hearing to appeal the results of the 2021-2022 Instructional Materials Adoption for K-12 Math for the following categories and products:

We look forward to receiving information on the next steps of this process.

Regards,

A handwritten signature in blue ink that reads "Kimberly A. Harvey".

Kimberly Harvey

From: Harvey, Kim <Kim.Harvey@mheducation.com>

Sent: Tuesday, May 17, 2022 11:01 AM EDT

To: Baumbach; Amber

CC: Bennett, Wayne; Patton, Sallie; Tulos, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter; Danaher, Cathleen

Subject: McGraw Hill Grade 1 & Grade 8

Attachment(s): "image003.png", "image004.png", "image005.png", "image006.png", "Publisher Appeal_McGraw Hill_Grade 1 Mathematics_05-09-22.xlsx", "Publisher Appeal McGraw Hill Grade 8 Mathematics_05-09-22.xlsx"

Hi Amber,

The changes we provided in PDF for grades 1 & 8 last Friday are now live. I attached the excel documents again for convenience. The links did not change.

Regards,
Kim

From: Harvey, Kim

Sent: Monday, May 16, 2022 12:07 PM

To: Baumbach, Amber <Amber.Baumbach@fldoe.org>

Cc: Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tulos, Lisa <lisa.tulos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>

Subject: RE: McGraw Hill Grade 1

Hi Amber,

Thank you for confirming.

Quick question: On grade 5, we see that Florida Reveal Math has a 62.8% alignment score. Will this be updated?

Florida Reveal Math, Grade K	4.4	81.0%
Florida Reveal Math, Grade 1	4.0	81.0%
Florida Reveal Math, Grade 2	4.4	97.1%
Florida Reveal Math, Grade 3	4.6	92.7%
Florida Reveal Math, Grade 4	4.7	92.4%
Florida Reveal Math, Grade 5	4.0	62.8%

Regards,
Kim

From: Baumbach, Amber <Amber.Baumbach@fldoe.org>

Sent: Monday, May 16, 2022 11:25 AM

To: Harvey, Kim <Kim.Harvey@mheducation.com>

Cc: Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tulos, Lisa <lisa.tulos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>

Subject: RE: McGraw Hill Grade 1

***** EXTERNAL EMAIL: If sender is unknown, use caution when opening. *****

Yes, all of the special topic edits that were made for grades 1, 5, and 4 accelerated have been approved. I believe that the only grade pending now is grade 8 which is currently in standards review.

Thanks!

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education

325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

DOE email signature

From: Harvey, Kim <Kim.Harvey@mheducation.com>
Sent: Friday, May 13, 2022 4:28 PM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>
Subject: RE: McGraw Hill Grade 1

Thank you for letting us know. We had two grades that only had special topics. Any news on these?

- Grade 5 – has this one been approved by chance so that the K-5 series can be approved?
- Grade 4 Accelerated

Regards,
Kim

From: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Sent: Friday, May 13, 2022 4:17 PM
To: Harvey, Kim <Kim.Harvey@mheducation.com>
Cc: Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>
Subject: RE: McGraw Hill Grade 1

*** EXTERNAL EMAIL: If sender is unknown, use caution when opening. ***

Yes, special topics changes for grade 1 have also been approved.

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

DOE email signature

From: Harvey, Kim <Kim.Harvey@mheducation.com>
Sent: Friday, May 13, 2022 3:10 PM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>
Subject: RE: McGraw Hill Grade 1

Hi Amber,
Great news! Thank you for letting us know. Does this mean that grade 1 is all approved including any changes in special topics?

Regards,
Kim

From: Baumbach, Amber <Amber.Baumbach@fldoe.org>

Sent: Friday, May 13, 2022 3:05 PM

To: Harvey, Kim <Kim.Harvey@mheducation.com>

Cc: Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>

Subject: RE: McGraw Hill Grade 1

***** EXTERNAL EMAIL: If sender is unknown, use caution when opening. *****

Hi Kim,

This standard is now approved for Grade 1.

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
DOE email signature

From: Harvey, Kim <Kim.Harvey@mheducation.com>

Sent: Friday, May 13, 2022 2:04 PM

To: Baumbach, Amber <Amber.Baumbach@fldoe.org>

Cc: Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>

Subject: McGraw Hill Grade 1

Hi Amber,

Thank you for the call this morning and reviewing comments with us.

Attached is the PDF of the grade 1 changes for standard MA.1.M.2.2 that we discussed during our call. As we agreed, we are sending updated PDFs immediately to show our changes.

Regards,
Kim

From: Baumbach, Amber <Amber.Baumbach@fldoe.org>

Sent: Friday, May 13, 2022 10:27 AM

To: Harvey, Kim <Kim.Harvey@mheducation.com>

Cc: Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>

Subject: RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

***** EXTERNAL EMAIL: If sender is unknown, use caution when opening. *****

Hi Kim,

Our content specialists have provided additional comments on the spreadsheet. I've set up a meeting for today at 11:00 am to discuss standards for grades 1 and 8. I'm also attaching the spreadsheets. Anything marked in green has been approved, anything marked in red needs additional discussion/edits.

McGraw Hill
Fri, May 13, 2022 11:00 AM - 11:30 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.

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Join from a video-conferencing room or system.

Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 688 621 613

Or dial directly: 688621613@67.217.95.2 or 67.217.95.2##688621613

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Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
DOE email signature

From: Harvey, Kim <Kim.Harvey@mheducation.com>

Sent: Wednesday, May 11, 2022 10:51 AM

To: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Cc: Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa <lisa.tullos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>

Subject: RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good morning,

We are wondering what the next part of the appeal process is. Will there be further communication from the Bureau of Standards and Instructional Support?

Regards,
Kim

From: Baumbach, Amber <Amber.Baumbach@fldoe.org>

Sent: Monday, May 9, 2022 2:30 PM

To: Harvey, Kim <Kim.Harvey@mheducation.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Cc: Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa <lisa.tullos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>

Subject: RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

***** EXTERNAL EMAIL: If sender is unknown, use caution when opening. *****

Thanks, Kim! We will take a look and let you know next steps soon.

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
DOE email signature

From: Harvey, Kim <Kim.Harvey@mheducation.com>
Sent: Monday, May 9, 2022 1:50 PM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullios, Lisa <lisa.tullios@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>
Subject: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good Afternoon,

Thank you for the feedback on our appeal spreadsheets. Based on this feedback, we have updated the links in the attached documents for the following McGraw Hill programs:

Bid ID	Course ID	Course	Title
410	5012030	Grade One Mathematics	Florida Reveal Math, Grade 1
414	5012070	Grade Five Mathematics	Florida Reveal Math, Grade 5
419	1205070	Grade Eight Mathematics: Pre-Algebra	Florida Reveal Math, Grade 8 Pre-Algebra
416	5012065	Grade 4 Accelerated Mathematics	Florida Reveal Math, Grade 4 Accelerated

Please let us know if there are any other items we need to provide regarding our appeal.

Regards,
Kim



Kim Harvey

Sr. Director, RFP, Bids and Contracts
McGraw Hill | School
8787 Orion Place, Columbus, OH 43240
P: 614-430-4434 | C: 614-286-6626
kim.harvey@mheducation.com
mheducation.com

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	A	B	C
1	COURSE Grade 8 Mathematics BID 419		
2	Publisher Correction		
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	
4	MA.8.AR.3.5		<p>Reviewer comment: "Many related standards, but a lack of explicit instruction for Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form."</p>
5			<p>Lesson 4-5 was updated to show the correct benchmark, MA.8.AR.3.3.</p>
6			<p>Lesson 4-7 was updated to include a real world example to provide better alignment to MA.8.AR.3.5.</p>
7	MA.8.DP.1.2		<p>Reviewer 1 comment: "Feels like this standard should have more opportunity to practice, separate from MA.8.DP.1.1"</p>
8			<p>Lesson 9-1 Practice (exercise 5) was updated to include a scatterplot so that students have opportunity to interpret scatterplots without having to construct first and then interpret.</p>
9	MA.8.DP.2.3		<p>All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital forms. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALEKS, a research-based, online learning program that provides the individual support required for every student to achieve mastery.</p>
10			<p>Reviewer 1 comment: "Use of the language 'relative frequency' is incorrect throughout the lessons aligned to this benchmark. Relative frequency is not part of this benchmark."</p>
11			<p>Lesson 10-3 was updated to replace all instances of relative frequency to experimental probability.</p>
12			<p>Lesson 10-4 was updated to replace all instances of relative frequency to experimental probability.</p>
13			<p>Lesson 8-4 was updated to provide real-world example in Example 1. Practice exercises were updated to align to the revised example.</p>
14	MA.8.GR.2.1		<p>Reviewer comment: "Inadequate practice problems are provided. More scaffolding is needed. This concept needs lots of practice and reinforcement with more student-friendly real-world problems."</p>
15	MA.8.GR.2.2		<p>Lesson 8-4 was updated to provide real-world example in Example 1. Practice exercises were updated to align to the revised example.</p> <p>All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital forms. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALEKS, a research-based, online learning program that provides the individual support required for every student to achieve mastery.</p>
16			<p>Reviewer comment: "Content aligns nicely to the standard, but there are not enough examples for the struggling students to feel success with the concepts. Excellent exposure and examples for the students who need enrichment."</p> <p>Lesson 8-5 was updated with revised instruction to help struggling students connect scale factor (learned in Grade 7) to dilation by looking at a non-geometric real world figures.</p> <p>All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital forms. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALEKS, a research-based, online learning program that provides the individual support required for every student to</p>

	D	E	F	G
1			Reviewer Evaluation Scale: 5- Very Good 4- Good 3- Fair 2- Poor 1 - Very Poor/No Alignment	
2				
3	Link to correction in materials			
4	Link to 4-5 SE			
5	Link to 4-5 TE			
6	Link to 4-7 SE			
7	Link to 4-7 TE			
	Link to 9-1 SE			
8				
9	Link to 9-1 TE			
	Link to 10-3 SE			
10				
11	Link to 10-3 TE			
12	Link to 10-4 SE			
13	Link to 10-4 TE			
	Link to 8-4 SE			
14				
15	Link to 8-4 TE			
	Link to 8-5 SE			
16				

17	A	B	C
18			<p>achieve mastery.</p> <p>Reviewer comment: "Some of the problems in the practice for this benchmark are not aligned well or outside the limits/clarifications. There are not enough examples for the struggling students to feel success with the concepts. Nice exposure and examples for the students who need enrichment. Application problems in section 8.1 practice are not at all connected to the benchmark; Section 8-2 'Build Perseverance' problem is way outside the limits/clarifications for this benchmark."</p> <p>Lesson 8-1 was updated with a revised Apply problem and corresponding practice exercises for stronger alignment to the benchmark.</p> <p>All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital formats. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALBKs, a research-based, online learning program that provides the individual support required for every student to achieve mastery.</p>
19	MA.8.GR.2.3		<p>Lesson 8-2 was updated with a revised Build Perseverance exercise for a stronger alignment to the benchmark and clarifications.</p>
20	MA.8.GR.2.3		
21	MA.8.NSO.1.7		<p>Reviewer comment: "Did not see explicit reference to order of operations. Did not see many examples where students were asked to solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals."</p> <p>Lesson 2-1 was updated with two revised examples: one that includes instruction for order of operations and a second that provides instruction on solving multi-step real-world problems involving the order of operations.</p>
22			
23			<p>Reviewer 1 comment: "No evidence of Critical Race Theory was noted within the instructional materials." Reviewer 2 comment: "Nothing noticed." Reviewer 3 comment: "No evidence of topic coverage."</p>
24		<p>Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?</p>	<p>We do not include Critical Race Theory in our instructional materials, and no reviewer found any evidence of CRT in our materials.</p>

	D	E	F	G
17	Link to 8-5 TE Link to 8-1 SE			
18	Link to 8-1 TE			
19	Link to 8-2 SE			
20	Link to 8-2 TE			
21	Link to 2-1 SE			
22				
23	Link to 2-1 TE			
24				

	A	B	C
1	COURSE Grade 1 Mathematics		
2	BID 410		
3	Standard Below 3 (if applicable)	Special Topic Concern (if applicable)	Publisher Correction
4	MA.1.AR.1.1		<p>Reviewer 1: "Rigor is not there for the BEST standards."</p> <p>Reviewer 2: "Provides suitable instruction to build understanding and allow student practice. Would like to have seen some problems begin with the sum."</p> <p>McGraw Hill updated Lesson 4-8 by changing the placement of the sum (having the sum on the left side of the equation) in Exercises 4 and 6 and further increased rigor by updating Exercises 8 and 9.</p>
5	MA.1.AR.2.1		<p>Reviewer 1: "meets BEST standard"</p> <p>Reviewer 2: "The concept is taught mostly through fact family practice with little student practice for missing addends."</p> <p>Lessons 5-6 and 5-7 focus on MA.1.AR.2.1 and Lesson 5-8 also uses addition to subtract.</p>
6			<p>McGraw Hill updated Exercises 3, 4, and 9 in Lesson 5-6 to focus on examples of "restating a subtraction problem as a missing addend problem."</p>
7			<p>Reviewer 1: "Not enough instruction – only 1 lesson on each."</p>
8	MA.1.DP.1.1		<p>Reviewer 1: "Not enough instruction – only 1 lesson on each."</p>
9			<p>Grade 1 features two lessons for MA.1.DP.1.1. Please see linked Student Edition and Teacher Edition pages for Lessons 13-1 and 13-2.</p>
10			<p>Grade 1 features two lessons for MA.1.DP.1.2. Please see linked Student Edition and Teacher Edition pages for Lessons 13-3 and 13-4.</p>
11	MA.1.DP.1.2		<p>Reviewer 1: "Not enough instruction – only 1 lesson on each."</p>
12			<p>Reviewer 1: "Not enough practice"</p>
13			<p>Grade 1 features two lessons for MA.1.DP.1.2. Please see linked Student Edition and Teacher Edition pages for Lessons 13-3 and 13-4.</p>
14			<p>Reviewer 1: "Not enough practice"</p>
15	MA.1.GR.1.4		<p>Reviewer 1: "Not enough practice"</p>
16			<p>In all grades, Reveal Math offers additional practice in both print and digital formats outside of the core (print) student edition. Please see the Differentiate pages in the Teacher Edition for every lesson. For example, Grade 1, Lesson 6-8.</p>
17	MA.1.M.2.1		<p>Reviewer 1: "Not many opportunities for practice"</p> <p>Reviewer 2: "Missing the connection to semi circle"</p>
18			<p>McGraw Hill updated Lesson 12-7 to highlight the connection of half hours to the semi circle and revised Exercise 8 (p. 156) to give students practice with the connection. The Math Is prompt in the Student Edition and in the Teacher Edition: Guided Exploration and Activity-Based Exploration asks students to make the connection between half hours and semi circles.</p> <p>In all grades, Reveal Math offers additional practice in both print and digital formats outside of the core (print) student edition.</p>

	D	E	F	G
1			Reviewer Evaluation Scale: 5- Very Good 4- Good 3- Fair 2- Poor 1- Very Poor/No Alignment	
2				
3	Link to correction in materials	link inserted		
4				
5	link to 4-8 TE			
	link to 5-6 SE			
6				
7	link to 5-6 TE			
8	link to 13-1 SE			
9	link to 13-1 TE			
10	link to 13-2 SE			
11	link to 13-2 TE			
12	link to 13-3 SE			
13	link to 13-3 TE			
14	link to 13-4 SE			
15	link to 13-4 TE			
	link to 6-8 TE			
16	link to 12-7 SE			
17				
18	link to 12-7 TE			

	A	B	C
19	MA.1.M.2.2		<p>Reviewer 1: "Not many opportunities for practice" Reviewer 2: "Cursory coverage of the benchmark"</p> <p>McGraw Hill updated Lesson 12-8 to deepen coverage of the benchmark including finding the value of multiple pennies, nickels, and dimes</p> <ul style="list-style-type: none"> - instruction connects skip counting by 5s or 10s to finding the value of a set of nickels or dimes - instruction allows students to determine efficient counting techniques when finding the value of multiple pennies (such as creating groups of 2, 5, or 10 and skip counting) - students use these counting techniques to discover how many of each coin are needed to equal \$1 - instruction includes connecting student s previous experience with decomposing by place value to determine how many quarters are needed to equal \$1 <p>In addition, McGraw Hill increased the number of practice exercises in the Student Edition. This lesson now includes identifying pennies, nickels, dimes, and quarters and stating the value of each of those coins; stating how many of each coin equals \$1 (MA.1.M.2.2); and finding the total value of multiples of pennies, nickels, or dimes (MA.1.M.2.3)</p>
20	MA.1.M.2.3		<p>Reviewer 1: "Not many opportunities for practice" Reviewer 2: "Basic coverage of the benchmark – does not include explicit connection to place value or skip counting"</p> <p>McGraw Hill updated Lesson 12-9 by removing finding the number of pennies, nickels, dimes, and quarters equal to \$1 (moved to Lesson 12-8) and adding additional instruction on finding the value of a collection of pennies, nickels, and/or dimes including strategies that use skip counting and place value.</p> <ul style="list-style-type: none"> - instruction includes relating skip counting to find the value of a collection of coins to addition strategies - instruction allows students to discover efficient counting techniques, such as counting by 10s for dimes first, then counting by 5s for nickels, and finally adding on the pennies - instruction includes connecting previous knowledge, such as 10 more/less than a given number and 1 more/less than a given number, to finding the value of a collection of coins <p>In addition, McGraw Hill increased the number of practice exercises in the Student Edition.</p>
21		SEL	<p>Reviewer 1: "No SEL outside of subject area" Reviewer 2: "Pieces of the teaching edition include components of SEL."</p> <p>McGraw Hill removed all references to SEL from the product.</p> <p>McGraw Hill updated lessons by revising the Math Is...Mindset sections and Math Mindset supports in the teaching edition to closer align to the Mathematical Thinking and Reasoning standards to "promote deeper learning and understanding of mathematics while cultivating a community of growth mindset learners and reflecting on the thinking of self and others." The updated lessons are listed below.</p>
22			Lesson 3-6
23			Lesson 3-8
24			Lesson 4-5
25			Lesson 4-7
26			Lesson 4-11
27			Lesson 5-9
28			Lesson 6-8
29			Lesson 8-2
30			
31			
32			
33			
34			
35			
36			
37			
38			
39			

	D	E	F	G
	link to 12-8 SE			
19	link to 12-8 TE			
20	link to 12-9 SE			
21				
22	link to 12-9 TE			
23				
24	link to 3-6 SE			
25	link to 3-6 TE			
26	link to 3-8 SE			
27	link to 3-8 TE			
28	link to 4-5 SE			
29	link to 4-5 TE			
30	link to 4-7 SE			
31	link to 4-7 TE			
32	link to 4-11 SE			
33	link to 4-11 TE			
34	link to 5-9 SE			
35	link to 5-9 TE			
36	link to 6-8 SE			
37	link to 6-8 TE			
38	link to 8-2 SE			
39	link to 8-2 TE			

	A	B	C
40			Lesson 8-5
41			
42			Lesson 11-1
43			
44			Lesson 11-2
45			
46			Lesson 11-4
47			
48			Lesson 12-7
49			
50			Lesson 12-10
51			
52			Lesson 14-2
53			

	D	E	F	G
40	link to 8-5 SE			
41	link to 8-5 TE			
42	link to 11-1 SE			
43	link to 11-1 TE			
44	link to 11-2 SE			
45	link to 11-2 TE			
46	link to 11-4 SE			
47	link to 11-4 TE			
48	link to 12-7 SE			
49	link to 12-7 TE			
50	link to 12-10 SE			
51	link to 12-10 TE			
52	link to 14-2 SE			
53	link to 14-2 TE			

From: Harvey, Kim <Kim.Harvey@mheducation.com>

Sent: Friday, May 13, 2022 2:03 PM EDT

To: Baumbach; Amber

CC: Bennett, Wayne; Patton, Sallie; Tullos, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter; Danaher, Cathleen

Subject: McGraw Hill Grade 1

Attachment(s): "image001.png", "image002.png", "G1_SE_L12-8.pdf"

Hi Amber,

Thank you for the call this morning and reviewing comments with us.

Attached is the PDF of the grade 1 changes for standard MA.1.M.2.2 that we discussed during our call. As we agreed, we are sending updated PDFs immediately to show our changes.

Regards,

Kim

From: Baumbach, Amber <Amber.Baumbach@fldoe.org>

Sent: Friday, May 13, 2022 10:27 AM

To: Harvey, Kim <Kim.Harvey@mheducation.com>

Cc: Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa <lisa.tullos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>

Subject: RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

***** EXTERNAL EMAIL: If sender is unknown, use caution when opening. *****

Hi Kim,

Our content specialists have provided additional comments on the spreadsheet. I've set up a meeting for today at 11:00 am to discuss standards for grades 1 and 8. I'm also attaching the spreadsheets. Anything marked in green has been approved, anything marked in red needs additional discussion/edits.

McGraw Hill

Fri, May 13, 2022 11:00 AM - 11:30 AM (EDT)

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Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

DOE email signature

From: Harvey, Kim <Kim.Harvey@mheducation.com>

Sent: Wednesday, May 11, 2022 10:51 AM

To: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Cc: Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa

<lisa.tullos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>

Subject: RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good morning,

We are wondering what the next part of the appeal process is. Will there be further communication from the Bureau of Standards and Instructional Support?

Regards,
Kim

From: Baumbach, Amber <Amber.Baumbach@fldoe.org>

Sent: Monday, May 9, 2022 2:30 PM

To: Harvey, Kim <Kim.Harvey@mheducation.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Cc: Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa <lisa.tullos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>

Subject: RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

***** EXTERNAL EMAIL: If sender is unknown, use caution when opening. *****

Thanks, Kim! We will take a look and let you know next steps soon.

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

DOE email signature

From: Harvey, Kim <Kim.Harvey@mheducation.com>

Sent: Monday, May 9, 2022 1:50 PM

To: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Cc: Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa <lisa.tullos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>

Subject: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good Afternoon,

Thank you for the feedback on our appeal spreadsheets. Based on this feedback, we have updated the links in the attached documents for the following McGraw Hill programs:

Bid ID	Course ID	Course	Title
410	5012030	Grade One Mathematics	Florida Reveal Math, Grade 1
414	5012070	Grade Five Mathematics	Florida Reveal Math, Grade 5
419	1205070	Grade Eight Mathematics: Pre-Algebra	Florida Reveal Math, Grade 8 Pre-Algebra
416	5012065	Grade 4 Accelerated Mathematics	Florida Reveal Math, Grade 4 Accelerated

Please let us know if there are any other items we need to provide regarding our appeal.

Regards,
Kim



Kim Harvey

Sr. Director, RFP, Bids and Contracts
McGraw Hill | School
8787 Orion Place, Columbus, OH 43240
P: 614-430-4434 | C: 614-286-6626

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Identify Values of Coins



Be Curious

Tell me everything you can.



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Math is... Mindset

What helps you make good decisions?

 B.E.S.T. Standards
MA.1.M.2.2, MA.1.M.2.3, MTR.5.1

Unit 12 • Measurement 157

Learn

What coins does Aya have?

We use these coins in the U.S. Each coin

has a different value. The **¢** sign shows the value.



 <p>front back</p> <p>1 penny = 1¢ 1 cent</p>	 <p>front back</p> <p>1 nickel = 5¢ 5 cents</p>
100 pennies equal 100¢ or \$1.	20 nickels equal 100¢ or \$1.
 <p>front back</p> <p>1 dime = 10¢ 10 cents</p>	 <p>front back</p> <p>1 quarter = 25¢ 25 cents</p>
10 dimes equal 100¢ or \$1.	4 quarters equal 100¢ or \$1.

You can skip count to find the value of set of coins.

Math is... Structure

How can you skip count to determine the value of a set of pennies?

Work Together

How much money? Skip count to find the total value. Write the numbers and ¢ sign.

					
5¢	10¢	_____	_____	_____	_____

On My Own

Name _____

What is the value of the coin?

1.



2.



3.



4.



How many of the same coin equal \$1? Use circles to draw more of the same coin to show \$1. Write how many.

5.



_____ nickels = \$1

6.



_____ quarters = \$1

7. How much money? Skip count to find the total value. Write the numbers and ¢ sign.



8. Joyce has two coins in her pocket. One has a value of 10¢. The other has a value of 5¢. What coins does she have?

9. **Error Analysis** Jay says these three coins have a value of \$1. Do you agree with Jay? Explain.



10. **Extend Your Thinking** How many pennies equal one dime? Explain your thinking.

Reflect

Why is it important to know the values of different coins?

Math is... Mindset

What helped you make good decisions today?

From: Harvey, Kim <Kim.Harvey@mheducation.com>

Sent: Friday, May 13, 2022 6:20 PM EDT

To: Baumbach; Amber

CC: Bennett, Wayne; Patton, Sallie; Tullis, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter; Danaher, Cathleen

Subject: McGraw Hill Grade 8

Attachment(s): "image001.png", "image002.png", "Publisher Appeal McGraw Hill Grade 8 Mathematics_05-13-22_re-submission.xlsx"

Hi Amber,

Please find the information for grade 8 that we discussed during our call this morning. We updated the excel spreadsheet to include details of the updates. There are PDFs for 5 lessons that reflect these changes. The files were too large to send via email so please use this link from We Transfer to download the PDFs: <https://we.tl/t-qiCQyJ4ZNf> If you have any difficulty, please let me know.

We appreciate your team's partnership in this appeal process.

Have a great weekend!

Regards,
Kim

From: Baumbach, Amber <Amber.Baumbach@fldoe.org>

Sent: Friday, May 13, 2022 10:27 AM

To: Harvey, Kim <Kim.Harvey@mheducation.com>

Cc: Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>

Subject: RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

***** EXTERNAL EMAIL: If sender is unknown, use caution when opening. *****

Hi Kim,

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McGraw Hill

Fri, May 13, 2022 11:00 AM - 11:30 AM (EDT)

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Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
DOE email signature

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Cc: Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa <lisa.tullos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>
Subject: RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good morning,
We are wondering what the next part of the appeal process is. Will there be further communication from the Bureau of Standards and Instructional Support?

Regards,
Kim

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Sent: Monday, May 9, 2022 2:30 PM
To: Harvey, Kim <Kim.Harvey@mheducation.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa <lisa.tullos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>
Subject: RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

***** EXTERNAL EMAIL: If sender is unknown, use caution when opening. *****

Thanks, Kim! We will take a look and let you know next steps soon.

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

DOE email signature

From: Harvey, Kim <Kim.Harvey@mheducation.com>
Sent: Monday, May 9, 2022 1:50 PM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa <lisa.tullos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>
Subject: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good Afternoon,

Thank you for the feedback on our appeal spreadsheets. Based on this feedback, we have updated the links in the attached documents for the following McGraw Hill programs:

Bid ID	Course ID	Course	Title
410	5012030	Grade One Mathematics	Florida Reveal Math, Grade 1
414	5012070	Grade Five Mathematics	Florida Reveal Math, Grade 5
419	1205070	Grade Eight Mathematics: Pre-Algebra	Florida Reveal Math, Grade 8 Pre-Algebra
416	5012065	Grade 4 Accelerated Mathematics	Florida Reveal Math, Grade 4 Accelerated

Please let us know if there are any other items we need to provide regarding our appeal.

Regards,
Kim

Kim Harvey

Sr. Director, RFP, Bids and Contracts
McGraw Hill | School
8787 Orion Place, Columbus, OH 43240
P: 614-430-4434 | C: 614-286-6626
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A

B

C

D

COURSE Grade 8 Mathematics

BID 419

	A	B	C	D
1	COURSE Grade 8 Mathematics			
2	BID 419			
	Standard Below 3 (if applicable)	Special Topic Concern (if applicable)	Publisher Correction	Link to correction in materials
3	MA.8.AR.3.5		Reviewer comment: "Many related standards, but a lack of explicit instruction for Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form." Lesson 4-5 was updated to show the correct benchmark, MA.8.AR.3.3. Lesson 4-7 was updated to include a real world example to provide better alignment to MA.8.AR.3.5.	link to 4-5 SE
4				link to 4-5 TE
5				link to 4-7 SE
6				
7	MA.8.DP.1.2		Reviewer 1 comment: "Feels like this standard should have more opportunity to practice, separate from MA.8.DP.1.1" Lesson 9-1 Practice (exercise 5) was updated to include a scatterplot so that students have opportunity to interpret scatterplots without having to construct first and then interpret. All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital forms. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALEKS, a research-based, online learning program that provides the individual support required for every student to achieve mastery.	link to 4-7 TE link to 9-1 SE
8				link to 9-1 TE
9	MA.8.DP.2.3		Reviewer 1 comment: "Use of the language 'relative frequency' is incorrect throughout the lessons aligned to this benchmark. Relative frequency is not part of this benchmark." Lesson 10-3 was updated to replace all instances of relative frequency to experimental probability.	link to 10-3 SE
10				link to 10-3 TE
11				link to 10-4 SE
12				
13				link to 10-4 TE
	MA.8.GR.2.1		Reviewer comment: "Inadequate practice problems are provided. More scaffolding is needed. This concept needs lots of practice and reinforcement with more student-friendly real-world problems." Lesson 8-4 was updated to provide real-world example in Example 1. Practice exercises were updated to align to the revised example. All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital forms. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given	See revised 8-4 SE
14				
15				

	E	F	G
1			Reviewer Evaluation Scale: 5- Very Good 4- Good 3- Fair 2- Poor 1- Very Poor/No Alignment
2			
3	FLDOE Comments from math specialist	Publisher re-submission	
4	Alignment is fine		
5	Alignment is fine		
6	Wondering: Lesson 4-5 has reference to Access points but 4-7 does not. Should both lessons reference AP? Additionally, these were not officially adopted until March so have these been updated to reflect any changes?		
7	Alignment is fine; having to construct a scatter plot and then interpret it should be part of instruction as benchmarks are not taught in isolation.		
8	What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.		
9	Alignment is fine		
10	What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade		
11	Alignment is fine		
12	What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade		
13	Lesson should include more examples on having students identify the transformation and should include more examples where not on the coordinate plane. Should there be AP referenced here like other lessons?	Lesson 8-4 was revised to focus on reflections, translations, and rotations not on the coordinate grid. The revisions include updates to instruction, examples, and exercises.	
14		The TIE for lesson 8-4 will be updated and placed in the flipbook.	
15			

	A	B	C	D
	MA.8.GR.2.2		Reviewer comment: "Content aligns nicely to the standard, but there are not enough examples for the struggling students to feel success with the concepts. Excellent exposure and examples for the students who need enrichment." Lesson 8-5 was updated with revised instruction to help struggling students connect scale factor (learned in Grade 7) to dilation by looking at a non-geometric real world figures.	See revised 8-5 SE
16			All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital forms. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALEKS, a research-Reviewer comment: "Content aligns nicely to the standard, but there are not enough examples for the struggling students to feel success with the concepts. Excellent exposure and examples for the students who need enrichment."	See revised 8-6 SE
17	MA.8.GR.2.2		Lesson 8-5 was updated with revised instruction to help struggling students connect scale factor (learned in Grade 7) to dilation by looking at a non-geometric real world figures.	
18			All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital forms. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALEKS, a research-Reviewer comment: "Some of the problems in the practice for this benchmark are not aligned well or outside the limits/clarifications. There are not enough examples for the struggling students to feel success with the concepts. Nice exposure and examples for the students who need enrichment. Application problems in section 8.1 practice are not at all connected to the benchmark; Section 8-2 'Build Perseverance' problem is way outside the limits/clarifications for this benchmark."	link to 8-1 SE
19	MA.8.GR.2.3		Lesson 8-1 was updated with a revised Apply problem and corresponding practice exercises for stronger alignment to the benchmark.	link to 8-1 TTE
20			All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital formats. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALEKS, a research-Reviewer comment: "Content aligns nicely to the standard, but there are not enough examples for the struggling students to feel success with the concepts. Excellent exposure and examples for the students who need enrichment."	link to 8-2 SE
21	MA.8.GR.2.3		Lesson 8-2 was updated with a revised Build Perseverance exercise for a stronger alignment to the benchmark and clarifications.	link to 8-2 TTE
22			Reviewer comment: "Did not see explicit reference to order of operations. Did not see many examples where students were asked to solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals."	link to 2-1 TTE
23	MA.8.NSO.1.7		Lesson 2-1 was updated with two revised examples: one that includes instruction for order of operations and a second that provides a real-world problem involving	link to 2-1 SE
24				link to 2-1 TTE
25	MA.8.NSO.1.7			See updated 2-2 SE
26				
27	MA.8.NSO.1.7			See updated 3-2 SE
28				
29				

	E	F	G
	Materials need to include examples of dilations not on the coordinate plane. What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.	This benchmark alignment for this lesson was updated to MA.8.GR.2.2 since the content focuses on dilations on the coordinate grid.	
16			
17	Materials need to include examples of dilations not on the coordinate plane. What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.	The TE for lesson 8-5 will be updated and placed in the flipbook. Lesson 8-6 was revised to focus on dilations not on the coordinate grid. The revisions include updates to instruction, examples, and exercises.	
18			
19		The TE for lesson 8-6 will be updated and placed in the flipbook.	
20	Alignment is fine What is intent of "connecting benchmark"? In this case, since it refers to grade 6 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.		
21			
22	Alignment is fine What is intent of "connecting benchmark"? In this case, since it refers to grade 6 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.		
23			
24	The updated examples are aligned but would like to see more examples of real-world. Wondering if this is embedded within other lessons that involve rational numbers (exponents and radicals).		
25			
26		The examples and exercises in Lesson 2-2 provide additional opportunities for students to meet the expectation of MA.8.NSO.1.7.	
27		The TE for lesson 2-2 will be updated and placed in the flipbook.	
28		The examples and exercises in Lesson 3-2 provide additional opportunities for students to meet the expectation of MA.8.NSO.1.7.	
29		The TE for lesson 3-2 will be updated and placed in the flipbook.	

	A	B	C	D
30		Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	Reviewer 1 comment: "No evidence of Critical Race Theory was noted within the instructional materials." Reviewer 2 comment: "Nothing noticed." Reviewer 3 comment: "No evidence of topic coverage." We do not include Critical Race Theory in our instructional materials, and no reviewer found any evidence of CRT in our materials.	

From: Harvey, Kim <Kim.Harvey@mheducation.com>

Sent: Friday, May 13, 2022 2:45 PM EDT

To: Baumbach, Amber; Richmond, James; Seeds, Cathy; Rivers1, Angelia

CC: Bennett, Wayne; Patton, Sallie; Tullos, Lisa; McClarty, Katie; Tauer, Sue; Silva, Peter; Danaher, Cathleen

Subject: McGraw Hill Request for Conditional Approval

Attachment(s): "image001.png"

Good afternoon,

In light of our discussion and McGraw Hill agreeing to make the additional identified changes, we respectfully request that our K-5, Grade 8, and Grade 4 accelerated be conditionally approved and added to the approved list.

We will have these updates made on or before 5/20/22.

Thank you for considering our request.

Regards,
Kim



Kim Harvey

Sr. Director, RFP, Bids and Contracts

McGraw Hill | School

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kim.harvey@mheducation.com

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From: Harvey, Kim <Kim.Harvey@mheducation.com>

Sent: Friday, May 20, 2022 10:50 AM EDT

To: Baumbach; Amber

CC: Bennett, Wayne; Patton, Sallie; Tullis, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Starling, Courtney; Silva, Peter; Danaher, Cathleen; Sheridan, Dawn

Subject: McGraw Hill Updated Grade 8 PDFs

Attachment(s): "image001.png", "Publisher Appeal McGraw Hill Grade 8 Mathematics_05.20.xlsx", "G8 Lesson 8-6 SE.pdf", "G8 Lesson 8-5 SE.pdf", "G8_lesson 8-4 SE.pdf"

Hi Amber,

Attached are the PDFs for grade 8. We are also providing an updated appeal spreadsheet.

Regards,
Kim

From: Baumbach, Amber <Amber.Baumbach@fldoe.org>

Sent: Wednesday, May 18, 2022 2:30 PM

To: Harvey, Kim <Kim.Harvey@mheducation.com>

Cc: Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Starling, Courtney <Courtney.Starling@fldoe.org>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>; Sheridan, Dawn <Dawn.Sheridan@mheducation.com>

Subject: RE: Grade 8 PDFs Email 4 of 4

***** EXTERNAL EMAIL: If sender is unknown, use caution when opening. *****

Hi Kim,

Our content specialist, Courtney, has reviewed your edits for grade 8 and would like to discuss a couple of the remaining standards. Grade 1 has been approved, so we will only be discussing Grade 8. I've attached the spreadsheet with her comments for your review. I've scheduled a call for tomorrow at 10:00 am. Please see below for the meeting link.

McGraw Hill

Thu, May 19, 2022 10:00 AM - 10:30 AM (EDT)

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Access Code: 127-887-461

Join from a video-conferencing room or system.

Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 127 887 461

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Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

DOE email signature

From: Harvey, Kim <Kim.Harvey@mheducation.com>

Sent: Tuesday, May 17, 2022 11:47 AM

To: Baumbach, Amber <Amber.Baumbach@fldoe.org>

Cc: Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa

<lisa.tullos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>; Sheridan, Dawn <Dawn.Sheridan@mheducation.com>

Subject: Grade 8 PDFs Email 4 of 4

Amber,
Attaching final set of PDFs.

Regards,
Kim

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Learn Identify Scale Factor

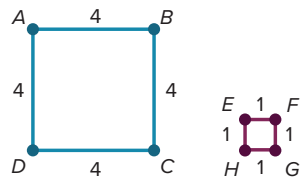
A dilated figure has the same shape as the original figure, but may have different sizes. The sizes of an image and a preimage are determined by the scale factor of the dilation.

If the scale factor of the dilation is ...	then the dilated figure is ...
between 0 and 1	smaller than the original
equal to 1	the same size as the original
greater than 1	larger than the original

You can determine the scale factor of a dilation that maps one figure onto another figure.

Example 1 Identify Scale Factor

Square $ABCD$ was dilated to make to square $EFGH$. Identify the scale factor.



Think About It!

Without calculating, is the scale factor of the dilation *between 0 and 1*, *equal to 1*, or *greater than 1*?

Find the scale factor.

Write the ratios comparing the side lengths.

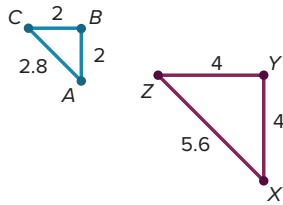
$$\frac{EF}{AB} = \frac{\square}{\square} \qquad \frac{FG}{BC} = \frac{\square}{\square}$$

$$\frac{GH}{CD} = \frac{\square}{\square} \qquad \frac{HE}{DA} = \frac{\square}{\square}$$

So, the scale factor is 1 : 4.

Check

Triangle ABC was dilated to make to triangle XYZ . Identify the scale factor.



Show your work here

Pause and Reflect

How did your previous knowledge of scale drawings and scale factor help you to understand dilations and scale factor?

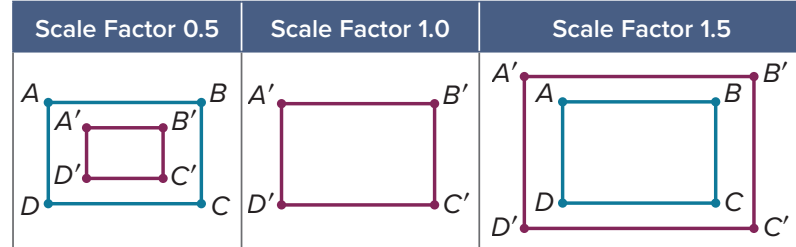
Record your observations here

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Learn Similarity

In a dilation, the scale factor is the ratio of the side lengths of the image to the side lengths of the preimage. When the scale factor is not equal to one, a dilation changes the size of a figure, but does not change the shape of a figure. If the size is changed, the image and the preimage are similar, and *not* congruent. When the scale factor is one, the figures are congruent.

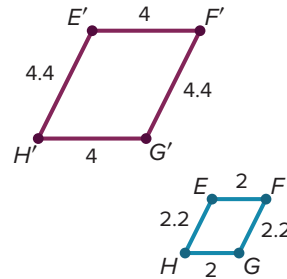
The following are dilations of rectangle $ABCD$.



Two figures are **similar** if one can be mapped onto the other using a scale factor not equal to one.

Because a dilation does not change the shape of a figure, the image and the preimage are similar.

Parallelogram $E'F'G'H'$ is the dilated image of parallelogram $EFGH$, with a scale factor of 2.

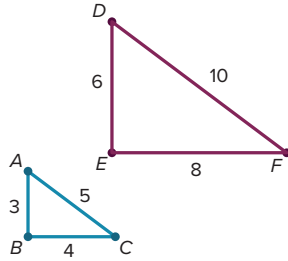


You can use dilations to show that $\triangle ABC$ is similar to $\triangle DEF$.

Write ratios comparing the lengths of each side.

$$\frac{DF}{AC} = \frac{10}{5} \text{ or } \frac{2}{1} \quad \frac{EF}{BC} = \frac{8}{4} \text{ or } \frac{2}{1} \quad \frac{DE}{AB} = \frac{6}{3} \text{ or } \frac{2}{1}$$

Because the ratios of the corresponding sides are the same, $\triangle DEF$ is the dilated image of $\triangle ABC$ with a scale factor of 2.



The triangles are similar because $\triangle ABC$ can be mapped onto $\triangle DEF$ by dilating with a scale factor of 2.

Pause and Reflect

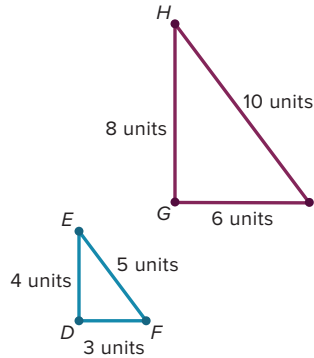
Compare and contrast *congruent figures* and *similar figures*. How are they alike? How are they different?

Record your observations here

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Example 2 Dilations and Scale Factor

Triangle DEF was dilated to make triangle GHI .



Think About It!

Which figure is the preimage? How does the image compare in size to the preimage?

Determine the scale factor used to dilate $\triangle DEF$. Then describe what the scale factor represents for this dilation.

Part A Determine the scale factor.

Determine the scale factor by finding the ratios of the side lengths.

$$\frac{GH}{DE} = \frac{8}{4} \text{ or } \boxed{}$$

$$\frac{GI}{DF} = \frac{6}{3} \text{ or } \boxed{}$$

$$\frac{HI}{EF} = \frac{10}{5} \text{ or } \boxed{}$$

A dilation with a scale factor of 2 maps $\triangle DEF$ onto $\triangle GHI$.

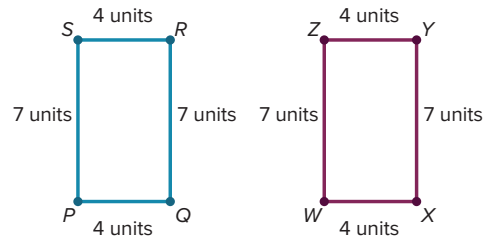
Part B Describe what the scale factor represents for this dilation.

Triangle GHI is a dilation of triangle DEF because the corresponding side lengths are proportional with a scale factor of $\frac{2}{1}$ or 2 : 1.

The scale factor is greater than 1, so there is no congruence between the triangles. However, by dilating $\triangle DEF$ to make $\triangle GHI$, similarity between the two triangles is preserved.

Example 3 Dilations and Scale Factor

Rectangle $PQRS$ was dilated to make rectangle $WXYZ$.



Determine the scale factor used to dilate rectangle $PQRS$. Then describe what the scale factor represents for this dilation.

Part A Determine the scale factor.

Determine the scale factor by finding the ratios of the side lengths.

$$\frac{SP}{ZW} = \frac{\square}{\square} \qquad \frac{PQ}{WX} = \frac{\square}{\square}$$

$$\frac{QR}{XY} = \frac{\square}{\square} \qquad \frac{RS}{YZ} = \frac{\square}{\square}$$

Rectangle $PQRS$ was dilated by a scale factor of 1 to make rectangle $WXYZ$.

Part B Describe what the scale factor represents for this dilation.

Rectangle $WXYZ$ is a dilation of rectangle $PQRS$ because the corresponding side lengths are proportional with a scale factor of $\frac{1}{1}$ or 1:1.

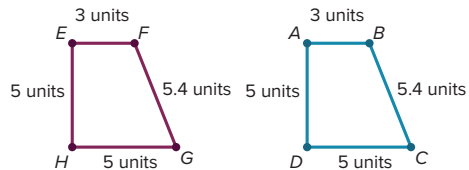
The scale factor is equal to 1, so there is both congruence and similarity between the rectangles.

Check

Trapezoid $ABCD$ was dilated to make rectangle $EFGH$.

Determine the scale factor used to dilate trapezoid $ABCD$. Then describe what the scale factor represents for this dilation.

Show your work here



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Example 4 Use the Scale Factor

Ken enlarges the photo shown by a scale factor of 2 for his web page. He then enlarges the web page photo by a scale factor of 1.5 to print. The original photo is 2 inches by 3 inches.



Carl Borralami/Spaces Images/Blend Images

What are the dimensions of the print photo?

Multiply each dimension of the original photo by 2 to find the dimensions of the web page photo.

$2 \text{ in.} \times 2 = \underline{\hspace{1cm}} \text{ in.}$

$3 \text{ in.} \times 2 = \underline{\hspace{1cm}} \text{ in.}$

So, the web page photo will be 4 inches by 6 inches.


Multiply the dimensions of that photo by 1.5 to find the dimensions of the print.

$4 \text{ in.} \times 1.5 = \underline{\hspace{1cm}} \text{ in.}$

$6 \text{ in.} \times 1.5 = \underline{\hspace{1cm}} \text{ in.}$

So, the printed photo will be 6 inches by 9 inches.

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 **Talk About It!**
 Would the dimensions of the print be the same if Ken first dilated the photo by a scale factor of 1.5 and then by a scale factor of 2? Why or why not?



Program: FL RM	Component: SE LSN	PDF Pass
Vendor: SPi-Global	Grade: 8	

Check

An art show offers different-sized prints of the same painting. The original print measures 24 centimeters by 30 centimeters. A printer enlarges the original by a scale factor of 1.5, and then enlarges the second image by a scale factor of 3. What are the dimensions of the largest print?

Show your work here

Pause and Reflect

How will you study the concepts in today's lesson? Describe some steps you can take.

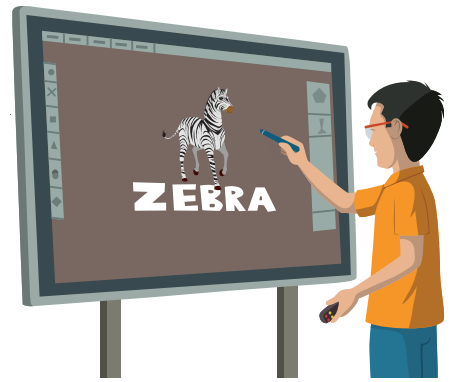
Record your observations here

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Program: FL RM	Component: SE LSN	1st Pass
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Apply Careers

A designer enlarges an image that is 6 centimeters long and 9 centimeters wide by a scale factor of 3. The designer decides that the enlarged image is too large and reduces it by a scale factor of 0.5. Will the final image fit into a rectangular space that has an area of 121 square centimeters? Explain your answer.



1. What is the task?

Make sure you understand exactly what question to answer or problem to solve. You may want to read the problem three times. Discuss these questions with a partner.

- First Time** Describe the context of the problem, in your own words.
Second Time What mathematics do you see in the problem?
Third Time What are you wondering about?

2. How can you approach the task? What strategies can you use?

Record your observations here

3. What is your solution?

Use your strategy to solve the problem.

Show your work here

4. How can you show your solution is reasonable?

Write About It! Write an argument that can be used to defend your solution.


Talk About It!

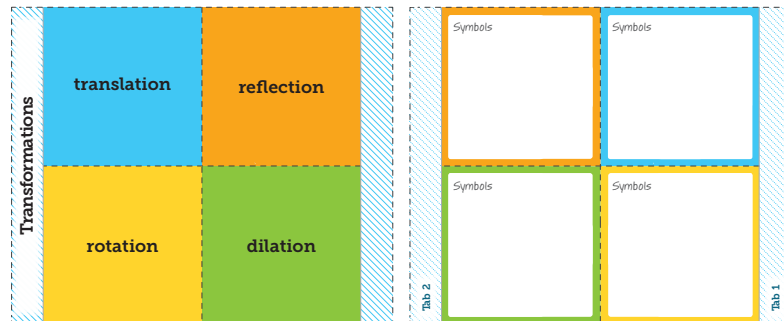
How did the properties of similar figures help you solve the problem?

Check

An artist enlarges a rectangular painting with the dimensions of 12 inches long and 16 inches wide by a scale factor of 2. He then decides to reduce the enlarged image by a scale factor of 0.4. Will the final painting fit into a rectangular frame that has an area of 120 square inches? Write an argument that can be used to defend your solution.

Show your work here

 **Foldables** It's time to update your Foldable, located in the Module Review, based on what you learned in this lesson. If you haven't already assembled your Foldable, you can find the instructions on page FL1.



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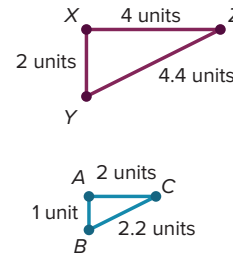
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Vendor: SPi-Global	Grade: 8	

Practice

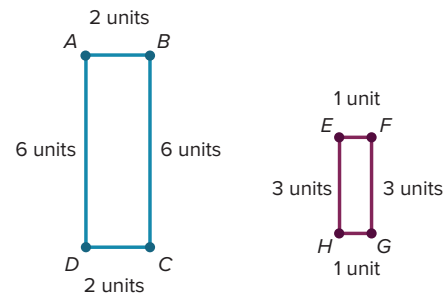


Practice • Spiral Review • Extra Practice

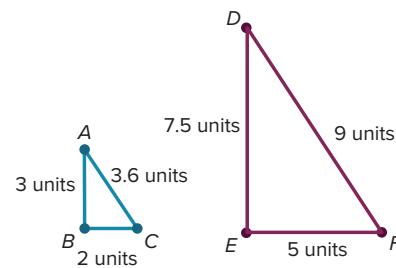
1. Triangle ABC was dilated to make $\triangle XYZ$. Determine the scale factor. (Example 1)



2. Rectangle $ABCD$ was dilated to make rectangle $EFGH$. Determine the scale factor. Then describe what the scale factor represents for this dilation. (Examples 2 and 3)



2. Triangle ABC was dilated to make triangle DEF . Determine the scale factor used. Then describe the dilation what the scale factor represents for this dilation. (Examples 2 and 3)



4. Jenna is creating a mural for her bedroom wall. She would like to copy a picture that is 2 inches by 2.5 inches. She uses a copy machine to enlarge it by a scale factor of 4. Then she projects it on her wall by a scale factor of 12. What are the dimensions of the mural? Are the enlarged pictures similar to the original? (Example 4)

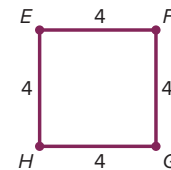
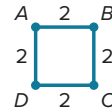
5. If triangle ABC is dilated by a scale factor of 2.5, which of the following is true? Select all that apply.
- A. The image is a reduction of the preimage.
 - B. The image is an enlargement of the preimage.
 - C. The preimage and the image are congruent.
 - D. The preimage and the image are similar.
 - E. The preimage and the image are similar and congruent.

Apply

6. A graphic designer enlarges a rectangular image with dimensions 3 inches long and 5 inches wide by a scale factor of 2. Then he decides that the enlarged image is too large and reduces it by a scale factor of 0.25. Will the final image fit into a rectangular space that has an area of 3.5 square inches? Justify your response.
7. An artist needs to reduce the size of a painting. The original dimensions of the painting are 12 inches by 20 inches. She reduces the painting by a scale factor of $\frac{1}{4}$. She then decides that the reduced image is too small and enlarges it by a scale factor of 2. Will the final image fit in a rectangular space that has an area of 55 square inches? Justify your response.

8. **BUILD PERSEVERANCE** Square $ABCD$ is similar to square $EFGH$ because a dilation with a scale factor of 2 followed by a translation to the right maps square $ABCD$ onto square $EFGH$.

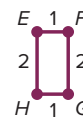
- a. If you perform the translation first and then the dilation, will the squares still map onto one another? Explain.



- b. Describe a sequence of transformations that maps square $ABCD$ onto square $EFGH$, in which the first transformation is a translation.

9. **CREATE** Draw a two-dimensional figure. Then perform a series of two transformations on the figure. Which figures are congruent? Which figures are similar?

10. **FIND THE ERROR** A student concluded that rectangle $ABCD$ is similar to rectangle $EFGH$ because a dilation with a scale factor of 0.5 and a translation maps rectangle $ABCD$ onto rectangle $EFGH$. Find the student's mistake and correct it.



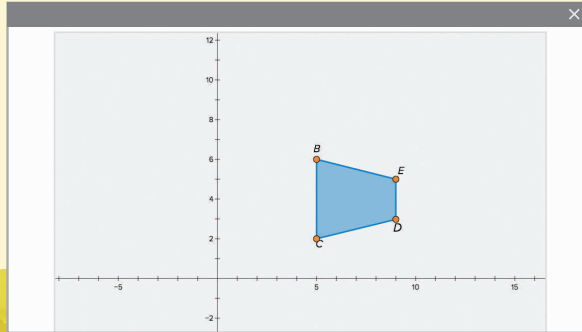
Dilations on the Coordinate Plane

B.E.S.T. Standards
MA.8.GR.2.3

Explore Dilate Figures on the Coordinate Plane



INQUIRY How does the scale factor change the size and coordinates of a figure after a dilation relative to the origin?



Learn Dilations on a Coordinate Plane

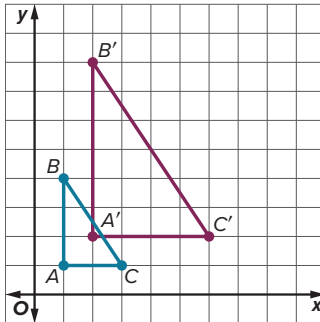
A dilation is a transformation that enlarges or reduces a figure by a scale factor relative to a center point. That point is called the **center of dilation**.

Words

When the center of dilation in the coordinate plane is the origin, each coordinate of the preimage is multiplied by the scale factor k to find the coordinates of the image.

Model

$$(x, y) \rightarrow (2x, 2y)$$



Variables

$$(x, y) \rightarrow (kx, ky)$$

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Talk About It!

On the model, why is $k = 2$?

(continued on next page)

The value for the scale factor k determine whether the dilation is an enlargement, a reduction, or if the dilation does not alter the size.

Enlargement	
Words	Model
A dilation with a scale factor of k will be an image larger than the original if $k > 1$.	
Symbols	
$(x, y) \rightarrow (2x, 2y)$	
Reduction	
Words	Model
A dilation with a scale factor of k will be an image smaller than the original if $0 < k < 1$.	
Symbols	
$(x, y) \rightarrow (\frac{1}{2}x, \frac{1}{2}y)$	
No Change	
Words	Model
A dilation with a scale factor of k will be an image the same size as the original if $k = 1$.	
Symbols	
$(x, y) \rightarrow (1x, 1y)$	

Talk About It!

Determine whether each scale factor enlarges, reduces, or keeps a figure the same size. Explain.
 $\frac{2}{3}$, 6, 1

Example 1 Graph Dilations

Triangle ABC has vertices $A(-2, 1)$, $B(-4, 5)$, and $C(3, 2)$.

Graph the image of the figure after a dilation with a scale factor of 2.

Step 1 Find the coordinates of the image.

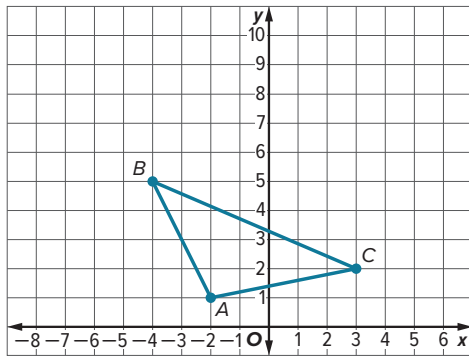
The coordinate notation of the dilation is $(x, y) \rightarrow (2x, 2y)$. Multiply the coordinates of each vertex by 2.

$$A(-2, 1) \rightarrow (2 \cdot -2, 2 \cdot 1) \rightarrow A'(\quad, \quad)$$

$$B(-4, 5) \rightarrow (2 \cdot -4, 2 \cdot 5) \rightarrow B'(\quad, \quad)$$

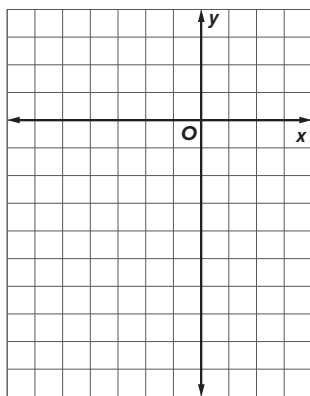
$$C(3, 2) \rightarrow (2 \cdot 3, 2 \cdot 2) \rightarrow C'(\quad, \quad)$$

Step 2 Use the coordinates of $A'B'C'$ to graph the image on the coordinate plane.



Check

Triangle DEF has vertices $D(-2, -1)$, $E(0, 1)$, and $F(1, -3)$. Graph the triangle and its image after a dilation with a scale factor of 3.



Show your work here



You can complete **Extra Examples** and **Checks** online.



Think About It!

Is the dilation an enlargement or a reduction?



Talk About It!

Compare and contrast the image and the preimage.

Example 2 Graph Dilations

Triangle JKL has vertices $J(3, 8)$, $K(10, 6)$, and $L(8, 2)$.

Graph the image after a dilation with a scale factor of $\frac{1}{2}$.

Step 1 Find the coordinates of the image.

The coordinate notation of the dilation is $(x, y) \rightarrow (\frac{1}{2}x, \frac{1}{2}y)$.

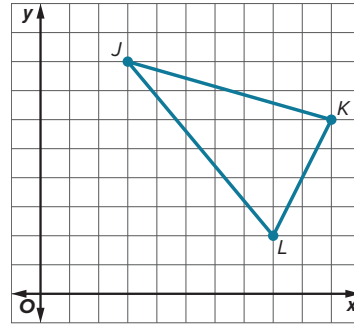
Multiply the coordinates of each vertex by $\frac{1}{2}$.

$$J(3, 8) \rightarrow \left(\frac{1}{2} \cdot 3, \frac{1}{2} \cdot 8\right) \rightarrow J'\left(\frac{3}{2}, 4\right)$$

$$K(10, 6) \rightarrow \left(\frac{1}{2} \cdot 10, \frac{1}{2} \cdot 6\right) \rightarrow K'(\quad, \quad)$$

$$L(8, 2) \rightarrow \left(\frac{1}{2} \cdot 8, \frac{1}{2} \cdot 2\right) \rightarrow L'(\quad, \quad)$$

Step 2 Use the coordinates of $J'K'L'$ to graph the image on the coordinate plane.

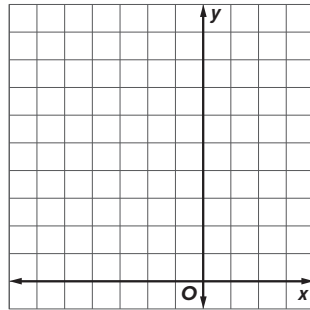


Talk About It!

Compare and contrast the image and the preimage.

Check

Triangle EFG has vertices $E(-6, 9)$, $F(3, 6)$, and $G(-3, 3)$. Graph the triangle and its image after a dilation with a scale factor of $\frac{1}{3}$.

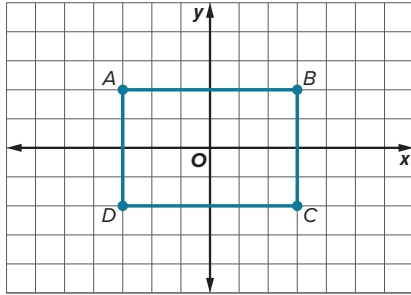


Show your work here

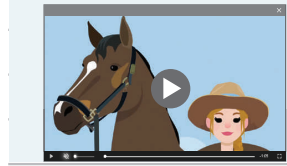
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Apply Consumer Science

The graph shows the scale drawing for a new fence that Olivia is building on her horse farm. Each unit on the graph represents 8 feet of fencing. After studying the plans, Olivia decides she would like to build a fence that encloses a greater area. If Olivia dilates Rectangle $ABCD$ by a scale factor of 2, and fencing costs \$12.50 per foot, how much will she spend on fencing?



Watch the animation.



1. What is the task?

Make sure you understand exactly what question to answer or problem to solve. You may want to read the problem three times. Discuss these questions with a partner.

First Time Describe the context of the problem, in your own words.

Second Time What mathematics do you see in the problem?

Third Time What are you wondering about?

2. How can you approach the task? What strategies can you use?



3. What is your solution?

Use your strategy to solve the problem.



4. How can you show your solution is reasonable?

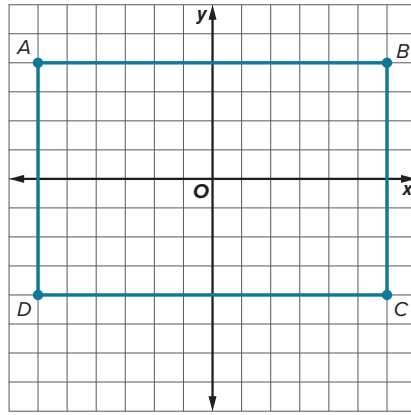
Write About It! Write an argument that can be used to defend your solution.

Talk About It!


Compare the perimeters of the preimage and the image. What do you notice? How does this relate to scale factor?

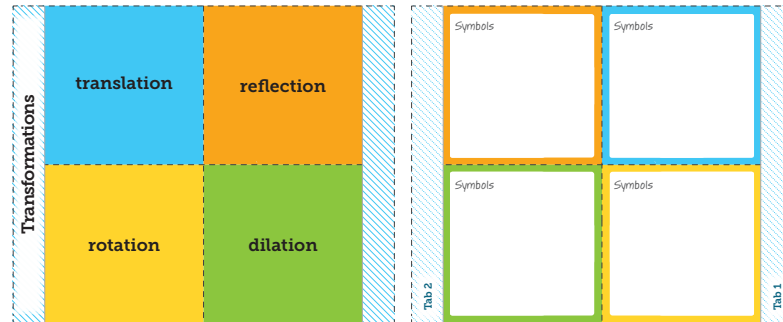
Check

The graph shows the scale drawing for a new fence that Oliver is building in his back yard for his dog. Each unit on the graph represents 10 feet of fencing. After studying the plans, he decides he would like to build a fence that encloses a smaller area. If Oliver dilates Rectangle $ABCD$ by a scale factor of 0.75, and fencing costs \$8.30 per foot, how much will he spend on fencing?



Show your work here

 **Foldables** It's time to update your Foldable, located in the Module Review, based on what you learned in this lesson. If you haven't already assembled your Foldable, you can find the instructions on page FL1.



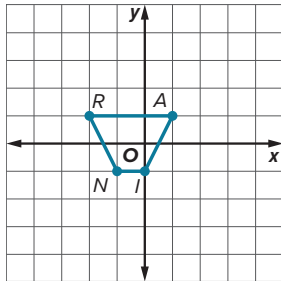
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Practice

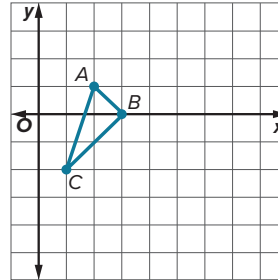


Practice • Spiral Review • Extra Practice

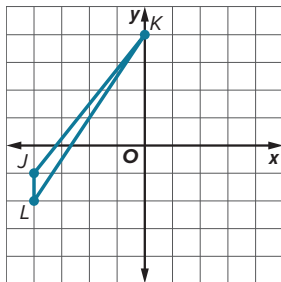
1. Trapezoid $RAIN$ has vertices $R(-2, 1)$, $A(1, 1)$, $I(0, -1)$, and $N(-1, -1)$. Graph the image of the figure after a dilation with a scale factor of 2. (Example 1)



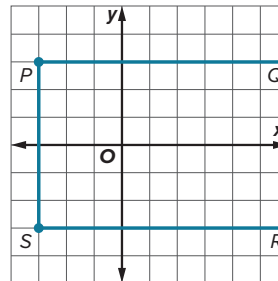
2. Triangle ABC has vertices $A(2, 1)$, $B(3, 0)$, and $C(1, -2)$. Graph the image of the figure after a dilation with a scale factor of 3. (Example 1)



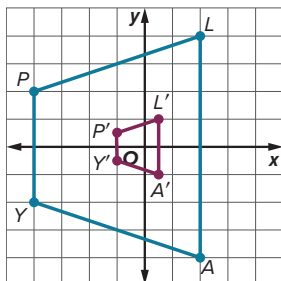
3. Triangle JKL has vertices $J(-4, -1)$, $K(0, 4)$, and $L(-4, -2)$. Graph the image of the figure after a dilation with a scale factor of 0.5. (Example 2)



4. Rectangle $PQRS$ has vertices $P(-3, 3)$, $Q(6, 3)$, $R(6, -3)$, and $S(-3, -3)$. Graph the image of the figure after a dilation with a scale factor of $\frac{1}{3}$. (Example 2)



5. Use coordinate notation to describe the dilation.

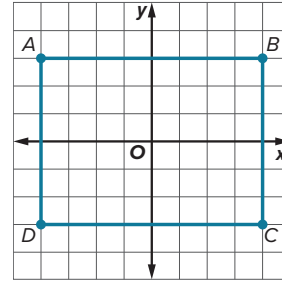


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6. Keisha used a photo that measured 4 inches by 6 inches to make a copy that measured 8 inches by 12 inches. What is the scale factor of the dilation?

Apply

For Exercises 7 and 8, use the graph of Rectangle $ABCD$.



- Suppose the graph represents the scale drawing for a fence that Tara is building for a new city dog park. Each unit on the graph represents 12 yards. After studying the plans, Tara decides to build a fence that encloses a smaller area. If Tara dilates Rectangle $ABCD$ by a scale factor of 0.75, and fencing costs \$6.39 per yard, how much will she spend on fencing?
- Suppose the graph of Rectangle $ABCD$ shows the scale drawing for a safety fence that Kenny is setting up around a construction area. Each unit on the graph represents 25 feet. After studying the plans, Kenny decides to build a fence that encloses a larger area. If Kenny dilates Rectangle $ABCD$ by a scale factor of 2.5, and fencing costs \$5.25 per foot, how much will he spend on fencing?

- BUILD PERSEVERANCE** The coordinates of two triangles are shown in the table. Is XYZ a dilation of JKL ? Write an argument that can be used to defend your solution.

$\triangle JKL$		$\triangle XYZ$	
J	(a, b)	X	$(3a, 6b)$
K	(c, d)	Y	$(3c, 6d)$
L	(a, d)	Z	$(3a, 6d)$

- FIND THE ERROR** Kelly is finding the coordinates of the image of a polygon with vertices $W(2, 2)$, $X(2, 4)$, $Y(4, 4)$, and $Z(4, 2)$ after a dilation with a scale factor of 3. Describe her error and explain how to correct it.

The coordinates of $W'X'Y'Z'$ are $W'(2, 6)$, $X'(2, 12)$, $Y'(4, 12)$, and $Z'(4, 6)$.

- Determine whether the following statement is *always*, *sometimes*, or *never* true. Write an argument that can be used to defend your solution.

A preimage and its dilated image are the same shape but different sizes.

Congruence and Transformations

B.E.S.T. Standards
MA.8.GR.2.1

Explore Congruence and Transformations



INQUIRY What happens to a figure when you translate, reflect, or rotate it?

The sketch shows square $ABCD$. Opposite sides of the square are parallel. Press *Translate*. Do the opposite sides of the square remain parallel?

Experiment with different squares. Drag points A , B , C , and D to change the size and position of the square, then press *Translate*. Make sure to press the *Reset* button before you try another square.

Talk About It!
Do the opposite sides of a square remain parallel after a translation? Explain.

Translate
Reset
 $\overline{AD} \parallel \overline{BC}$
 $\overline{AB} \parallel \overline{DC}$

Learn Congruence and Transformations

Translations, reflections, and rotations preserve the shape and size of a figure.



Watch the video to learn about some properties of translations.



The video shows animation frames using a stack of index cards. A parallelogram is traced on each card.

As you flip through the cards from front to back, the parallelogram appears to move. As the parallelogram moves, the sides of the parallelogram remain the same length. The measures of the angles also remain the same. So, sliding or moving a figure does not change its shape or size.

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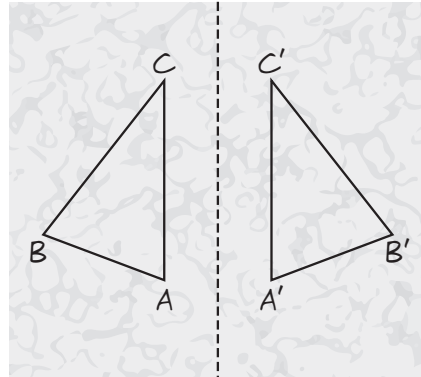
Program: FL RM	Component: SE LSN	PDF Pass
Vendor: SPi-Global	Grade: 8	



Watch the video to learn about some properties of reflections.

The video shows how to reflect a triangle using tracing paper.

Step 1 Draw $\triangle ABC$ on tracing paper. Draw a dotted line (the line of reflection) on the paper as shown.



Step 2 Fold the paper along the dotted line. Trace the triangle onto the folded portion of the tracing paper. Unfold and label the vertices A' , B' , and C' .

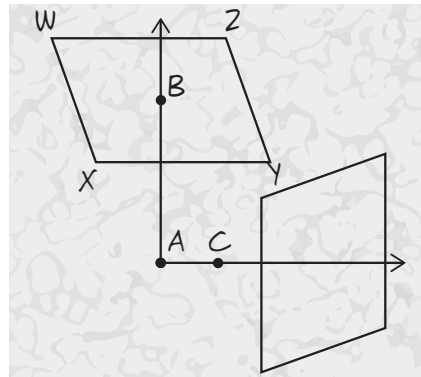
Use a ruler to measure side AB and side $A'B'$. Use a protractor to measure $\angle C$ and $\angle C'$. Did the size of the triangle change after the reflection? _____

The reflection of the figure does not change its shape or size.



Watch the video to learn about some properties of rotations.

The video shows how to rotate a parallelogram using tracing paper.



Step 1 Place a piece of tracing paper over parallelogram $WXYZ$ shown. Copy the parallelogram. Trace points A , B , C , and \overrightarrow{AB} .

Step 2 Place the eraser end of your pencil on point A . Turn the tracing paper to the right until \overrightarrow{AB} passes through point C .

Use a ruler to measure side WX and its corresponding side on the image. Use a protractor to measure $\angle Y$ and its corresponding angle on the image.

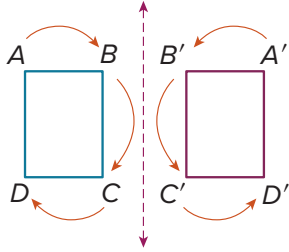
The rotation of the figure does not change its shape or size.

You can show two figures are **congruent** if one can be mapped onto the other by a rotation, reflection, or a translation.

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Vendor: SPi-Global	Grade: 8	

Learn Identify Transformations

The order in which the vertices of a figure are named determines the figure's orientation. In the reflection shown, the vertices of the preimage are named in a clockwise direction, but the vertices of the image are named in a counterclockwise direction. The orientation has been reversed.



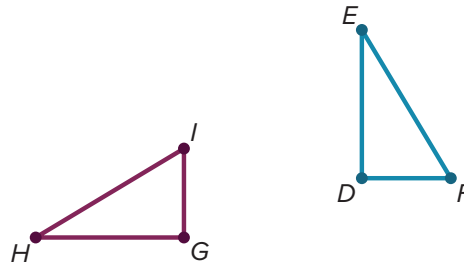
If you have two congruent figures, you can determine the transformation that maps one figure onto the other by analyzing the orientation of the figures.

Translation	Reflection
<ul style="list-style-type: none"> length is the same orientation is the same 	<ul style="list-style-type: none"> length is the same orientation is reversed
Rotation	
<ul style="list-style-type: none"> length is the same orientation is the same 	

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(continued on next page)

The two triangles shown below have the same shape and size. You can use a transformation to map a figure onto a copy of itself to determine if congruence is maintained with a transformation.

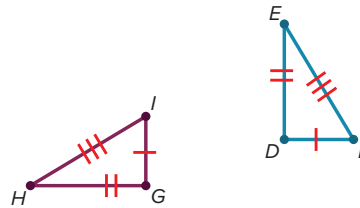


Talk About It!

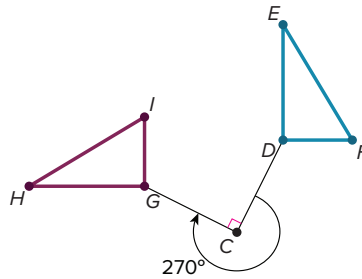
Why do translations, reflections, and rotations preserve congruence?

By measuring the sides of each triangle, you can confirm that both triangles have corresponding side lengths with the same length.

- DE is the same length as GH .
- EF is the same length as HI .
- FD is the same length as IG .



Because the figure appears to be turned, we can check to see if a rotation would map $\triangle DEF$ onto $\triangle GHI$.



So, rotating $\triangle DEF$ clockwise 270° maps it onto $\triangle GHI$. Both triangles are the same shape and size.

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Example 1 Identify Transformations

The Petronas Twin Towers are mirror images with the same shape and size. What transformation maps the first tower onto the other tower? Are the towers still congruent?



Part A Using orientation, determine a possible transformation that maps one tower onto the other.

Is the orientation the same?

The orientation of the tower on the right mirrors the orientation of the tower at the left. Since the towers are mirror images, a reflection could be used to map one tower onto the other.



Trace the towers and fold along the line of reflection. The left tower maps onto the right tower.

Part B Determine if the transformation maintains congruence.

A reflection across a vertical line maps the left tower onto the right tower, maintaining the same shape and size.

Check

Refer to the bookends.

Part A Using orientation, determine a possible transformation that maps one bookend onto the other.



Part B How can you know that the two bookends are the same shape and size?

Show your work here



You can complete **Extra Examples** and **Checks** online.

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Vendor: SPi-Global	Grade: 8	

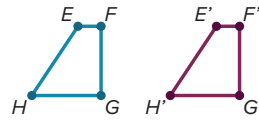
AMERICAN OVERSIGHT

Think About It!

Do the figures appear congruent? Why or why not?

Example 2 Identify Transformations

Figure $EFGH$ is a translation of Figure $E'F'G'H'$. How does the shape and size of the figures compare after a translation?



Part A How do the shapes compare?

- Both figures are quadrilaterals.
- Both figures have one pair of parallel sides.
- Both figures are a trapezoid.

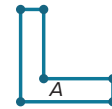
So, both figures are the same shape.

Part B How do the sizes of the two figures compare?

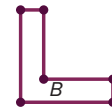
After a translation to the right, the two figures maintain congruence. Corresponding sides and angles map to each other.

Check

Figure A is a translation of Figure B. How do the shape and size of the figures compare after a translation?



Part A How do the shapes of the two figures compare?



Part B How do the sizes of the two figures compare?

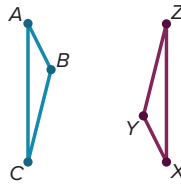
Show your work here

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Example 3 Identify Transformations

What transformation maps triangle ABC onto triangle XYZ ?

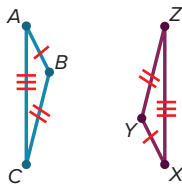


Part A Using orientation, determine a possible transformation that maps one triangle onto the other.

Are the lengths the same?

Is the orientation the same?

The lengths and orientation are the same, so $\triangle XYZ$ is either a translation or rotation of $\triangle ABC$. Because the figure looks turned, verify this by performing a rotation. Rotate $\triangle ABC$ 180° .



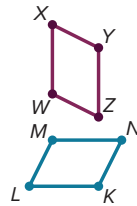
Part B Describe the transformation.

A clockwise rotation of _____ maps $\triangle ABC$ onto $\triangle XYZ$. Because the side lengths did not change after the rotation, the triangles are the same size and shape. The rotation maintains congruence.

Check

What transformation maps parallelogram $KLMN$ to parallelogram $WXYZ$?

Part A Using orientation, determine a possible transformation that maps one parallelogram onto the other.



Part B Describe the transformation.




Think About It!
Compare and contrast $\triangle ABC$ and $\triangle XYZ$. What do you notice?

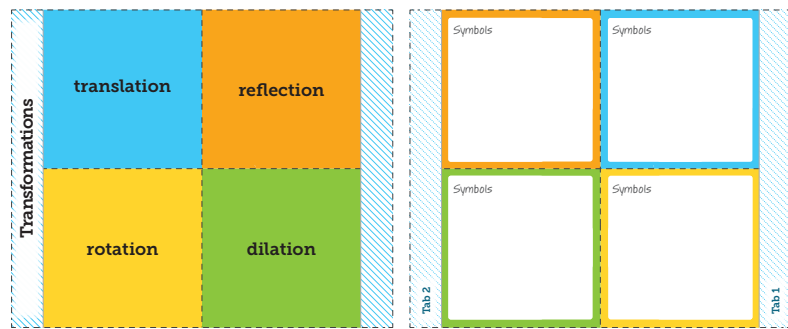
Talk About It!
How does analyzing the orientation of two figures help determine what transformations map one figure onto another?

Pause and Reflect

Where did you encounter struggle in this lesson, and how did you deal with it? Write down any questions you still have.

Record your observations here

 **Foldables** It's time to update your Foldable, located in the Module Review, based on what you learned in this lesson. If you haven't already assembled your Foldable, you can find the instructions on page FL1.



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Program: FL RM	Component: SE LSN	PDF Pass
Vendor: SPi-Global	Grade: 8	

Practice



Describe a transformation that would map one figure onto the other figure. (Examples 1–3)

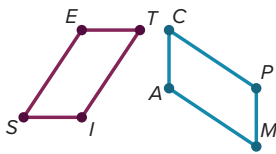
1.



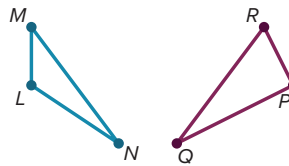
2.



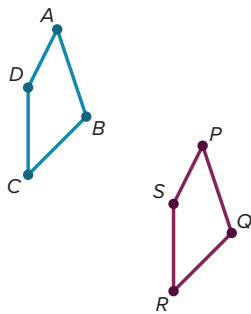
3.



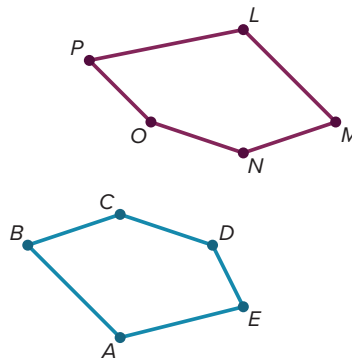
4.



5.



6.



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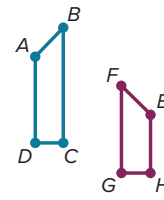
Program: FL RM	Component: SE LSN	PDF Pass
Vendor: SPi-Global	Grade: 8	

Apply

7. Triangle $G H J$ is congruent to triangle $G' H' J'$. What is a possible transformation that could have been used to create $\triangle G' H' J'$ from $\triangle G H J$? Draw two possible triangles.

8. Will a geometric figure and its rotated image sometimes, always, or never have the same perimeter? Explain.

9. **FIND THE ERROR** A student concluded that trapezoid $A B C D$ maps exactly to trapezoid $E F G H$ because a reflection across a vertical line followed by a translation down maps trapezoid $A B C D$ onto trapezoid $E F G H$. Find the student's mistake and correct it.



10. **CREATE** Design a logo for a club at your school, using translations, reflections, and/or rotations. Then explain to a classmate how your logo uses congruent figures.

A

B

C

D

COURSE Grade 8 Mathematics

BID 419

	A	B	C	D
1	COURSE Grade 8 Mathematics			
2	BID 419			
	Standard Below 3 (if applicable)	Special Topic Concern (if applicable)	Publisher Correction	Link to correction in materials
3	MA.8.AR.3.5		Reviewer comment: "Many related standards, but a lack of explicit instruction for Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form." Lesson 4-5 was updated to show the correct benchmark, MA.8.AR.3.3. Lesson 4-7 was updated to include a real world example to provide better alignment to MA.8.AR.3.5.	link to 4-5 SE
4				link to 4-5 TE
5				link to 4-7 SE
6				
7	MA.8.DP.1.2		Reviewer 1 comment: "Feels like this standard should have more opportunity to practice, separate from MA.8.DP.1.1" Lesson 9-1 Practice (exercise 5) was updated to include a scatterplot so that students have opportunity to interpret scatterplots without having to construct first and then interpret.	link to 4-7 TE link to 9-1 SE
8			All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital forms. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALEKS, a research-based, online learning program that provides the individual support required for every student to achieve mastery.	link to 9-1 TE
9			Reviewer 1 comment: "Use of the language 'relative frequency' is incorrect throughout the lessons aligned to this benchmark. Relative frequency is not part of this benchmark."	link to 10-3 SE
10	MA.8.DP.2.3		Lesson 10-2 was updated to address all instances of relative frequency in experimental probability.	link to 10-3 TE
11				link to 10-4 SE
12				
13	MA.8.GR.2.1		Reviewer comment: "Inadequate practice problems are provided. More scaffolding is needed. This concept needs lots of practice and reinforcement with more student-friendly real-world problems." Lesson 8-4 was updated to provide real-world example in Example 1. Practice exercises were updated to align to the revised example.	link to 10-4 TE See revised 8-4 SE
14				
15	MA.8.GR.2.2		All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital forms. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALEKS, a research-based, online learning program that provides the individual support required for every student to achieve mastery. Reviewer comment: "Content aligns nicely to the standard, but there are not enough examples for the struggling students to feel success with the concepts. Excellent exposure and examples for the students who need enrichment."	See revised 8-5 SE
16			Lesson 8-5 was updated with revised instruction to help struggling students connect scale factor (learned in Grade 7) to dilation by looking at a non-geometric real world figures.	
17			All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20	

	E	F	G	H
1				
2				
3	FLDOE Comments from math specialist	Publisher re-submission	FLDOE Comments from math specialist 5/18/22	Publisher re-submission 5/20/22
4	Alignment is fine			
5	Alignment is fine			
6	Alignment is fine Wondering: Lesson 4-5 has reference to Access points but 4-7 does not. Should both lessons reference AP? Additionally, these were not officially adopted until March so have these been updated to reflect any changes?			
7				
8	Alignment is fine: having to construct a scatter plot and then interpret it should be part of instruction as benchmarks are not taught in isolation. What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.			
9				
10	What is intent of connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade			
11	Alignment is fine			
12	What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade			
13	Lesson should include more examples on having students identify the transformation and should include more examples where not on the coordinate plane. Should there be AP referenced here like other lessons?	Lesson 8-4 was revised to focus on reflections, translations, and rotations not on the coordinate grid. The revisions include updates to instruction, examples, and exercises.	No expectation for students to determine congruence between figures as that is HS Geometry.	Content was revised to focus on which transformation maps one figure onto the other. Students also notice that the transformation preserves congruence.
14				The TE for lesson 8-4 will be updated and placed in the flipbook.
15	Materials need to include examples of dilations not on the coordinate plane. What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.	This benchmark alignment for this lesson was updated to MA.8.GR.2.2 since the content focuses on dilations on the coordinate grid. The TE for lesson 8-5 will be updated and placed in the flipbook.	No expectation for students to determine similarity between figures as that is HS Geometry.	Content was revised to focus on determining scale factor of dilated figures not on the coordinate grid and to describe the relationship between the original and dilated figure. The TE for lesson 8-5 will be updated and placed in the flipbook.
16				
17				

		1	
		Reviewer Evaluation Scale:	
		5- Very Good	
		4- Good	
		3- Fair	
		2- Poor	
		1- Very Poor/No Alignment	
3			
4			
5			
6			
7			
8			
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10			
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15			
16			
17			

	A	B	C	D
18			<p>Reviewer comment: "Some of the problems in the practice for this benchmark are not aligned well or outside the limits/clarifications. There are not enough examples for the struggling students to feel success with the concepts. Nice exposure and examples for the students who need enrichment.</p> <p>Lesson 8-5 was updated with revised instruction to help struggling students connect scale factor (learned in Grade 7) to dilation by looking at a non-geometric real world figures.</p> <p>All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital forms. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALEKS, a research-based, online learning program that provides the individual support required for every student to achieve mastery.</p>	See revised 8-6 SE
19	MA.8.GR.2.3		<p>Reviewer comment: "Some of the problems in the practice for this benchmark are not aligned well or outside the limits/clarifications. There are not enough examples for the struggling students to feel success with the concepts. Nice exposure and examples for the students who need enrichment. Application problems in section 8.1 practice are not at all connected to the benchmark; Section 8-2 'Build Perseverance' problem is way outside the limits/clarifications for this benchmark."</p> <p>Lesson 8-1 was updated with a revised Apply problem and corresponding practice exercises for stronger alignment to the benchmark.</p> <p>All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital formats. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALEKS, a research-based, online learning program that provides the individual support required for every student to achieve mastery.</p>	link to 8-1 SE
20				link to 8-1 TTE
21	MA.8.GR.2.3		Lesson 8-2 was updated with a revised Build Perseverance exercise for a stronger alignment to the benchmark and clarifications.	link to 8-2 SE
22				link to 8-2 TTE
23	MA.8.NSO.1.7		Reviewer comment: "Did not see explicit reference to order of operations. Did not see many examples where students were asked to solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals."	link to 2-1 SE
24			Lesson 2-1 was updated with two revised examples: one that includes instruction for order of	link to 2-1 TTE
25	MA.8.NSO.1.7			See updated 2-2 SE
26				
27	MA.8.NSO.1.7			See updated 3-2 SE
28				
29				

	E	F	G	H
18	Materials need to include examples of dilations not on the coordinate plane. What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.	Lesson 8-6 was revised to focus on dilations not on the coordinate grid. The revisions include updates to instruction, examples, and exercises.	Alignment is fine to MA.8.GR.2.3 as long as there is another lesson with other transformations on the coordinate plane.	Content was revised to focus on dilations on the coordinate grid. Other lessons that address transformations on the coordinate plane include 8-1, 8-2, and 8-3.
19		The TE for lesson 8-6 will be updated and placed in the flipbook.		The TE for lesson 8-6 will be updated and placed in the flipbook.
20	Alignment is fine What is intent of "connecting benchmark"? In this case, since it refers to grade 6 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.			
21				
22	Alignment is fine What is intent of "connecting benchmark"? In this case, since it refers to grade 6 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.			
23				
24	The updated examples are aligned but would like to see more examples of real-world. Wondering if this is embedded within other lessons that involve rational numbers (exponents and radicals).			
25				
26		The examples and exercises in Lesson 2-2 provide additional opportunities for students to meet the expectation of MA.8.NSO.1.7. The TE for lesson 2-2 will be updated and placed in the flipbook.	Alignment is fine	
27		The examples and exercises in Lesson 3-2 provide additional opportunities for students to meet the expectation of MA.8.NSO.1.7. The TE for lesson 3-2 will be updated and placed in the flipbook.	Alignment is fine	
28				
29				

	A	B	C	D
30		Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	<p>Reviewer 1 comment: "No evidence of Critical Race Theory was noted within the instructional materials." Reviewer 2 comment: "Nothing noticed." Reviewer 3 comment: "No evidence of topic coverage."</p> <p>We do not include Critical Race Theory in our instructional materials, and no reviewer found any evidence of CRT in our materials.</p>	

From: Hosey, Savannah <Savannah.Hosey@fldoe.org> on behalf of Hosey, Savannah
</O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP
(FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=43946820EAAE48D687E99A0E9A27B731-HOSEY, SAVA>
Sent: Monday, December 20, 2021 10:28 AM EST
To: Mack; Henry
Subject: Meeting Forward Notification: Cengage Meeting

Your meeting was forwarded

[Hosey, Savannah](#) has forwarded your meeting request to additional recipients.

Meeting

Cengage
Meeting

Meeting Time

Thursday, January 6, 2022 10:00 AM-10:30
AM.

Recipients

Rock@thesouthern.com

Jerri.Norris@cengage.com

[Calatayud, Alexis](#)

All times listed are in the following time zone: (UTC-05:00) Eastern Time (US & Canada)

Sent by Microsoft Exchange Server

From: Hosey, Savannah <Savannah.Hosey@fldoe.org> on behalf of Hosey, Savannah
</O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP
(FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=43946820EAAE48D687E99A0E9A27B731-HOSEY, SAVA>
Sent: Tuesday, January 04, 2022 3:52 PM EST
To: Mack; Henry
Subject: Meeting Forward Notification: Cengage Meeting

Your meeting was forwarded

[Hosey, Savannah](#) has forwarded your meeting request to additional recipients.

Meeting

Cengage
Meeting

Meeting Time

Thursday, January 6, 2022 9:00 AM-9:30
AM.

Recipients

Rock@thesouthern.com

Jerri.Norris@cengage.com

[Calatayud, Alexis](#)

All times listed are in the following time zone: (UTC-05:00) Eastern Time (US & Canada)

Sent by Microsoft Exchange Server

From: Tullos, Lisa <lisa.tullos@mheducation.com>
Sent: Wednesday, September 22, 2021 11:22 AM EDT
To: Hamilton; Lauren
CC: Seeds; Cathy
Subject: MH missing from 9.20 Publisher Contact List

Attachment(s):
"image001.png", "image002.png", "image003.png", "image004.png", "image005.png", "image006.png", "image007.png"

Hi Lauren,

On the publisher contact list that was posted on 9.20.21 on the FL site (<https://www.fldoe.org/core/fileparse.php/5574/urlt/2021-22-Publisher-Contact-List.pdf>), please note that McGraw Hill LLC is missing from the list.

Please add our publisher info and re-post ASAP. Please let me know if you need additional information from us.

Thanks
Lisa



Lisa Tullos
Bids & Contracts Specialist
McGraw Hill LLC | School Group
8787 Orion Place, Columbus OH 43240
P:614-430-4692
lisa.tullos@mheducation.com
mheducation.com



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From: Savvas Learning Company <savvas@communications.savvas.com>

Sent: Wednesday, September 01, 2021 1:31 PM EDT

To: Oliva; Jacob

Subject: Moving Learning Forward: New Ways to Accelerate Learning>

Our latest solutions to move learning forward! Learn more >

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Moving Learning Forward

[New ways to accelerate learning >](#)

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From: Erin Cockrell <ecockrell@larsontexts.com>
Sent: Monday, January 24, 2022 12:53 PM EST
To: Seeds; Cathy
Subject: Nat Geo + Big Ideas Math: Free Virtual Learning Series - Register Today
National Geographic Learning and Big Ideas Math present...

Virtual Learning Series:

Click the link to register...https://webinars.bigideaslearning.com/spring-learning-series-2022?utm_content=193981447&utm_medium=social&utm_source=facebook&hss_channel=fbp-179129868790216&fbclid=IwAR0NNI8psZWEEOSCqD4wXiDDZKe6H2nqqVx8BRnMTi9wbt3LuNXGcKU1ng

Math Musicals for Social Emotional Learning | K-5

Nurture students' love for math through Math Musicals and explore all the faces of Social Emotional Learning. Attend this webinar to find out how to combine music, math, and literature with SEL.

Engaging Tasks for Unengaged Students | 6-12

Boredom is a powerful decelerator to student learning, so engagement is at the core of learning in any setting. This session will focus on learning about the functions and tools to engage students.

Accelerated Learning *Not* Remediation | 6-12

Accelerating student learning requires educators to provide intentional, practical, just-in-time support to students. These tips help you discover where students need support and how to assist them in continuing grade-level work.

Hope to see you there!

Erin Cockrell
Education Consultant
Big Ideas Learning
cell: (814) 737-9950

□

From: LaMonique Johnson <ljohnson@acceleratelearning.com>

Sent: Friday, March 11, 2022 6:59 PM EST

To: Seeds, Cathy; Baumbach, Amber; Hamilton, Lauren

Subject: New contact information – Accelerate Learning Inc.

Hi,

I am taking on a new role at our company and will no longer manage our Adoptions and RFPs team. Effective Monday, March 14, please replace my contact information with Diana Bauer, the new Senior Manager, Adoptions and RFPs (dbauer@acceleratelearning.com). Thank you and best wishes!

LaMonique Johnson, M.Ed

Senior Manager, Adoptions and RFPs

Accelerate Learning Inc.

p: (281) 833-4531

a: 5177 Richmond Ave., Suite 800, Houston, TX 77056

w: stemscopes.com **e:** ljohnson@acceleratelearning.com



From: Mariner Books <trademarketing@hnhco.com>
Sent: Monday, December 27, 2021 10:41 AM EST
To: Commissioner
Subject: News from Mariner Books, formerly known as HMH Books and Media

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From: OpenDoor <OpenDoor>

Sent: Tuesday, September 28, 2021 4:05 PM EDT

To: OpenDoor

BCC: joy.scott@ppcacademy.net <joy.scott@ppcacademy.net>; chris.force@fctc.edu <chris.force@fctc.edu>; njackson@kipjax.org <njackson@kipjax.org>; Nicholas.Koebe@orlandoscience.org <Nicholas.Koebe@orlandoscience.org>; THECHRISTENSENS@OUTLOOK.COM <THECHRISTENSENS@OUTLOOK.COM>; dhooks@pensacolastate.edu <dhooks@pensacolastate.edu>; kostenbauderm@seminolestate.edu <kostenbauderm@seminolestate.edu>; tdix@centralcharterschool.com <tdix@centralcharterschool.com>; kjones@governorscharter.org <kjones@governorscharter.org>; jereme.monette@hcps.net <jereme.monette@hcps.net>; Yopp, Ashley; rivetc@leonschools.net <rivetc@leonschools.net>; Carianne@choicecharterschools.com <Carianne@choicecharterschools.com>; voltaggi@seminolestate.edu <voltaggi@seminolestate.edu>; Awong, Ninafe; rbuckthorpe@hccfl.edu <rbuckthorpe@hccfl.edu>; Mack, Henry; mgjohnso@irsc.edu <mgjohnso@irsc.edu>; Whitney.Rhyne@fsw.edu <Whitney.Rhyne@fsw.edu>; crozier@walton.k12.fl.us <crozier@walton.k12.fl.us>; rbrown@irsc.edu <rbrown@irsc.edu>; pagej@nfc.edu <pagej@nfc.edu>; acollins@careersourceflorida.com <acollins@careersourceflorida.com>; ayadav@valenciacollege.edu <ayadav@valenciacollege.edu>; cweeks@careersourcepinellas.com <cweeks@careersourcepinellas.com>; katie.crofoot@laspbs.state.fl.us <katie.crofoot@laspbs.state.fl.us>; mark.baird@laspbs.state.fl.us <mark.baird@laspbs.state.fl.us>; thomas.leitzel@southflorida.edu <thomas.leitzel@southflorida.edu>; nancy.oleinik@keysschools.com <nancy.oleinik@keysschools.com>; Goodman, Tara; osborne@seminolestate.edu <osborne@seminolestate.edu>; kh@excelsiorschools.com <kh@excelsiorschools.com>; debbie.morales@keysschools.com <debbie.morales@keysschools.com>; mccoybf@seminolestate.edu <mccoybf@seminolestate.edu>; amie.wilbanks@hcps.net <amie.wilbanks@hcps.net>; juliealexanderredd@gmail.com <juliealexanderredd@gmail.com>; Stacy.Johnson@AscendAcademyCharter.Com <Stacy.Johnson@AscendAcademyCharter.Com>; mnadia100@gmail.com <mnadia100@gmail.com>; Greenfield, Jane; Maxwell, Marcia; Williams, Lisa; Anderson, Philip; Ludwig, Rachel; jeffery.arnott@osceolaschools.net <jeffery.arnott@osceolaschools.net>; alison.patrick@sumter.k12.fl.us <alison.patrick@sumter.k12.fl.us>; dsluder@pensacolastate.edu <dsluder@pensacolastate.edu>; mable.baker@sfcollge.edu <mable.baker@sfcollge.edu>; christi.shields@indianriverschools.org <christi.shields@indianriverschools.org>; hollandj@nfc.edu <hollandj@nfc.edu>; branscomea@okaloosaschools.com <branscomea@okaloosaschools.com>; naomi.sleap@myfloridahouse.gov <naomi.sleap@myfloridahouse.gov>; chris.sanchez@myfloridahouse.gov <chris.sanchez@myfloridahouse.gov>; rene.seuntjens@marion.k12.fl.us <rene.seuntjens@marion.k12.fl.us>; jiranda.white@wcsdschools.com <jiranda.white@wcsdschools.com>; steven.solomon@tcc.fl.edu <steven.solomon@tcc.fl.edu>; gurleen.mohan@cfk.edu <gurleen.mohan@cfk.edu>; kedroski@nwfsc.edu <kedroski@nwfsc.edu>; abrownin@irsc.edu <abrownin@irsc.edu>; ingoldk@lssc.edu <ingoldk@lssc.edu>; ckellar@theacademies.us <ckellar@theacademies.us>; jennifer.anglin@edisonlearning.com <jennifer.anglin@edisonlearning.com>; 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<ladouceurm@santarosa.k12.fl.us>; aspinallc@easternflorida.edu <aspinallc@easternflorida.edu>; deelynn.bennett@yourcharlotteschools.net <deelynn.bennett@yourcharlotteschools.net>; gronokarijo@careersourcecf.com <gronokarijo@careersourcecf.com>; Henderson, Carrie; Goodman, Tara; Grissom, Katie; Awong, Ninafe; Taylor, Kathleen; Mack, Henry; Hebda, Kathy

Subject: Open Door Webinar Materials

Attachment(s): "2021-09-27 Open Door Webinar Slide Deck.pdf", "Open Door FAQ 9.28.21.pdf"

Thank you to those who were able to attend the implementation webinars relating to the Open Door Grant Program. Materials from the webinars are shared below for reference.

Webinar 1 - Request for Application Review (September 17, 2021)

- [Open Door Webinar Presentation - September 17, 2021](#) (PDF)
- [Open Door Webinar Recording - September 17, 2021](#)

Webinar 2 - Question and Answer (September 27, 2021)

- Open Door Q&A Presentation - September 27, 2021 (attached)
- [Open Door Q&A Recording - September 27, 2021](#)
- Open Door Updated Frequently Asked Questions - September 28, 2021 (attached)

Please visit our [website](#) for up-to-date information on the program.

As a reminder, October 15, 2021, at 5:00 p.m. (EDT) is the deadline to submit a completed application to be considered in the first review period. November 1, 2021, at 5:00p.m. (EDT) is the final deadline to submit a completed application to be considered for an Open Door grant allocation.

Questions regarding the program may be directed to opendoor@fldoe.org.



Open Door Grant Program FAQ Webinar

Monday, September 27, 2021, 1:00 p.m. EDT

Tara Goodman

Vice Chancellor, Division of Career, Technical,
and Adult Education

Carrie Henderson

Executive Vice Chancellor, Division of
Florida Colleges

Webinar Logistics

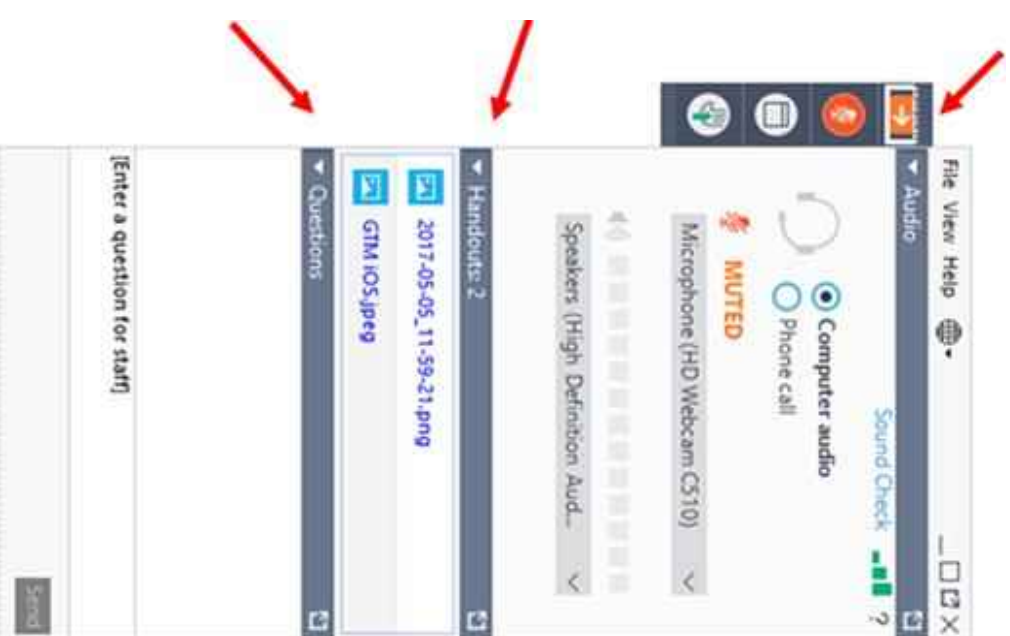
Participants will be on mute for the duration of the webinar.

Materials from today's webinar can be found in the handouts area:

- Today's presentation
- Request for Application (RFA)

How to submit questions:

To submit questions during the webinar, please utilize the Questions function. During the Q&A portion of the webinar, questions will be addressed.



Agenda

- Key Deadlines & Resources
- Frequently Asked Questions & Answers
- Next Steps

Key Deadlines

- **October 15, 2021, at 5:00 p.m. (EDT)** – Deadline to submit completed application to be considered in the first review period.
 - A completed application must be submitted via email to: opendoor@fldoe.org. Of the funds appropriated to the program, 25 percent will be reserved for rural institutions for applications received by this date.
- **November 1, 2021, at 5:00p.m. (EDT)** – Final deadline to submit a completed application to be considered for an Open Door grant allocation.
 - A completed application must be submitted via email to: opendoor@fldoe.org. Agencies that do not submit an application by this date will not be considered.
- Institutions will be notified of approval and allocation amount as soon as possible following conclusion of the second review.

Open Door Website Resources

- Open Door Website
 - www.fl DOE.org/academics/career-adult-edu/funding-opportunities/opendoor.stml
- Open Door Webinar – September 17
 - Recording: <https://attendee.gotowebinar.com/recording/8617025876759903503>
 - Presentation: www.fl DOE.org/core/fileparse.php/7515/urllt/Op enDoorWebinarSlideDeck.pdf
- Frequently Asked Questions – Updated September 28
 - www.fl DOE.org/core/fileparse.php/7515/urllt/FAQ-OpenDoor.pdf

RFA Required Documents

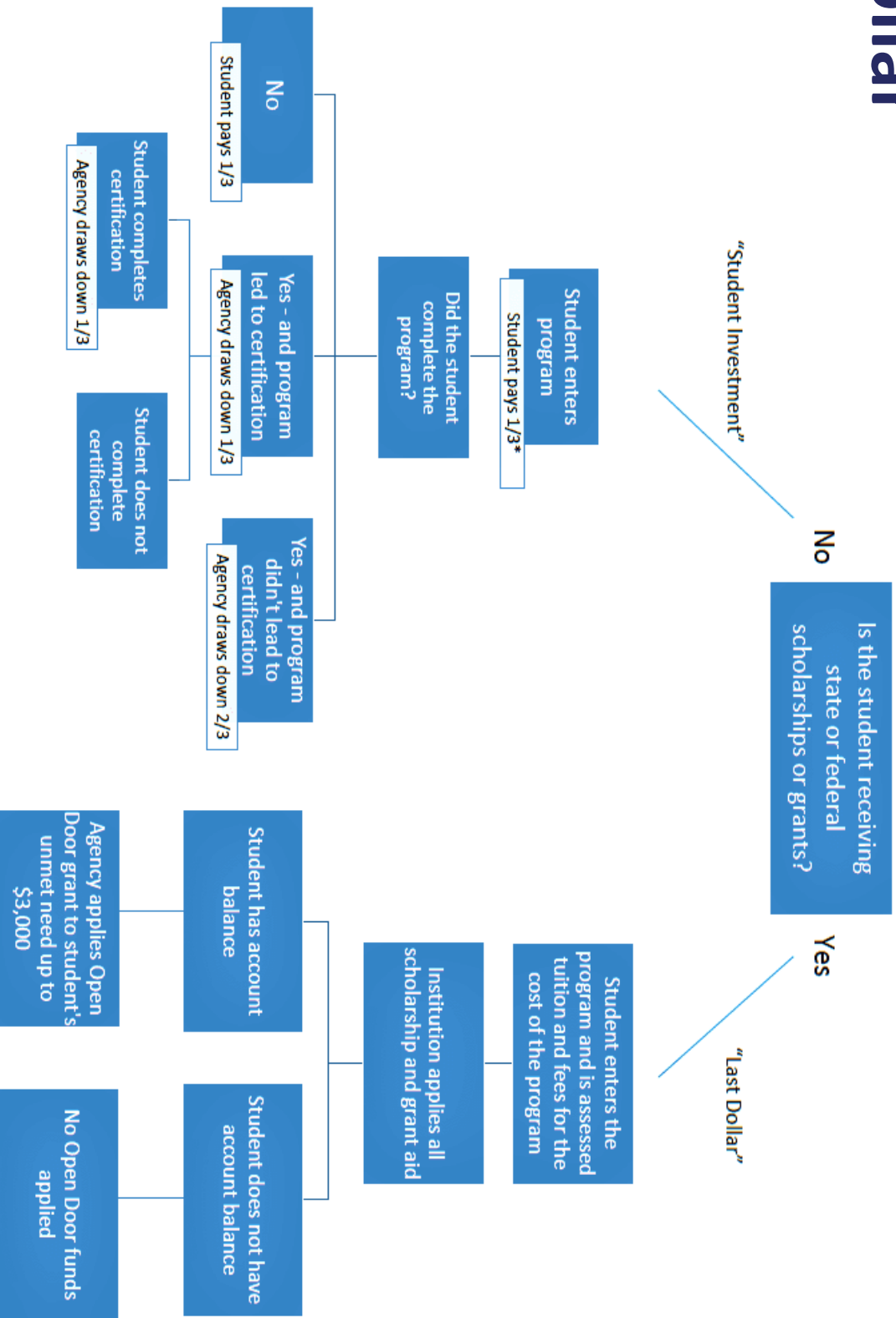
- Request for Application (RFA)
 - www.fl DOE.org/core/fileparse.php/7515/urllt/DOE900D-OpenDoor-RFA.pdf
 - Excel Workbook with Budget Narrative 101S Form
 - www.fl DOE.org/core/fileparse.php/7515/urllt/OpenDoorWorkbookBudgetNarrative.xlsx
- Note: The Excel workbook was updated on 9/22/2021 to correct drop down lists on Tab B1 and the list of FDOE-approved IET programs
- DOE100A Project Application Form
 - www.fl DOE.org/core/fileparse.php/7515/urllt/DOE100A-OpenDoorGrantProgram.doc

Q. Are agencies required to implement both the Last Dollar and Student Investment approach?

(FAQ #20)

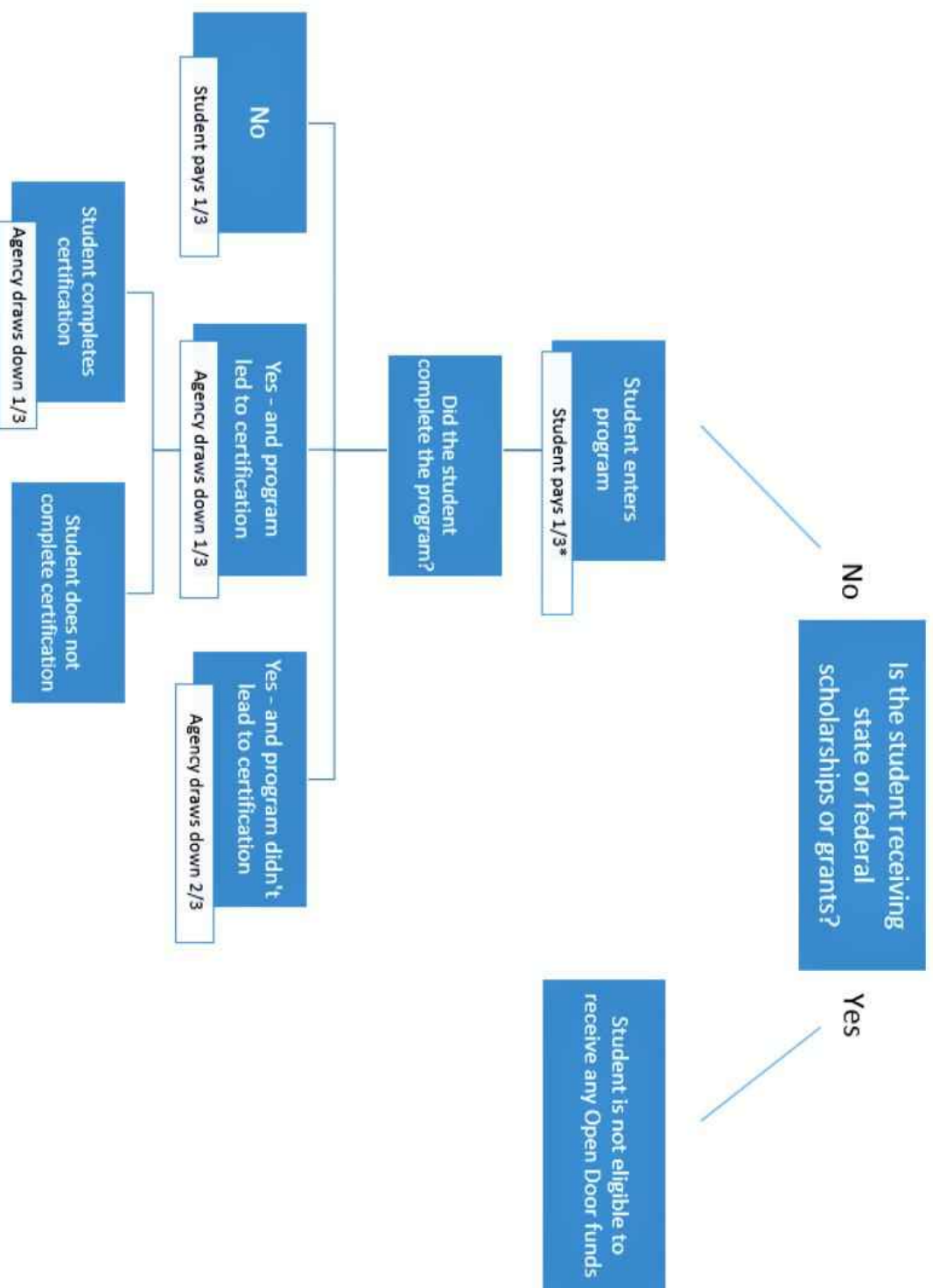
A. No. Agencies are able to implement either, or both, the Student Investment or Last Dollar approach. For each eligible program, agencies must indicate if they plan to use a Student Investment approach, a Last Dollar approach or a Student Investment and Last Dollar approach.

Program-Level: Student Investment and Last Dollar



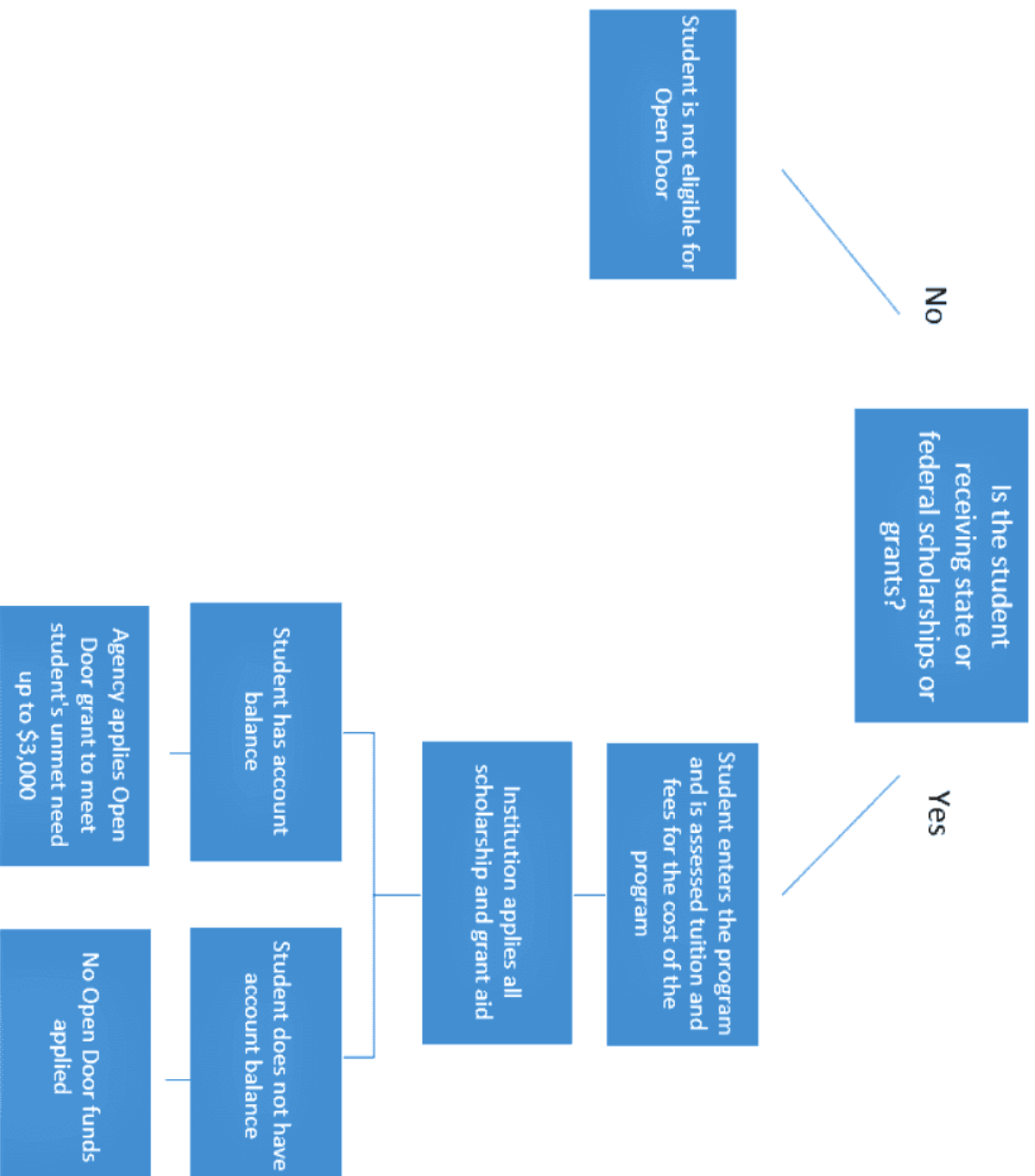
*IET students may use grant funds to cover this cost, if the student signs an agreement that he or she will pay this cost should the student fail to successfully complete the program.

Program-Level: Student Investment Only



*IET students may use grant funds to cover this cost, if the student signs an agreement that he or she will pay this cost should the student fail to successfully complete the program.

Program-Level: Last Dollar Only



Q. An eligible program is one that leads to the attainment of a credential on the Master Credentials List. Are there any approved programs which do not lead to a certification?

(FAQ #63)

A. For 2021-22, the CAPE Industry Certification Funding List and the CAPE Postsecondary Industry Certification Funding List comprise the Master Credentials List.

For 2022-23 and beyond, the Credential Review Committee will publish the Master Credentials List that identifies the programs that meet the framework of quality standards used to identify credentials of value. If the Credential Review Committee adds a program to the Master Credentials List (2022-2023 and beyond) that does not lead to certification, this is when an agency would be able to draw down the additional funds, as indicated in the chart you provided.

Q. For the Last Dollar approach, how should we estimate the unmet need of students for the amount to be allocated?

(FAQ #4)

A. In determining the amount to request, agencies will be asked—for each program linked to a certification on the Master Credentials List—to identify the estimated number of students receiving Open Door dollars and the estimated amount of funds available to those students.

In determining the amount to request, agencies should consider that no student may receive more than \$3,000 per program.

Q. What considerations should be given to grants or scholarships that are not state or federally funded in determining a recipient's award amount under Last Dollar?

(FAQ #23)

A. For a recipient in the Last Dollar approach, the student's grant and scholarship aid from all sources should be first applied towards the recipient's cost of the program.

After all scholarships and grants are applied, Last Dollar funds would then be used for the amount of the unmet need, not to exceed \$3,000.

Q. Our workforce development department cannot accept Pell Grants. Does this mean that all our participants would fall under Student Investment?

(FAQ #54)

A. Students eligible for the Last Dollar approach are those enrolled in eligible programs and who are receiving state or federal financial aid. Rule 6A-20.045, 2(j) defines “state or federal financial aid” as scholarships and grants whose fund sources are the state of Florida or the federal government.

For the purposes of this program, institutional aid that can be sourced to the state of Florida or the federal government and other financial assistance provided under the state of Florida or federal programs for student education and training are considered state or federal aid.

Q. A non-credit, Student Investment recipient does not achieve their industry certification. How should the college handle the outstanding balance?

(FAQ #25)

A. A student who enrolls under Student Investment must pay one-third of the cost of the program and sign an agreement to either complete the program or pay an additional one-third of the cost of the program in the event of non-completion.

In the event of non-completion, agencies may collect on balances for only one-third the cost of the program in accordance with the agreement students signed upon entry.

Agencies are responsible for absorbing the final one-third cost of the program.

Q. If a credit student with state or federal financial aid wishes to enroll in an eligible non-credit program that does not accept financial aid, would that scenario qualify for the Student Investment portion of this grant?

(FAQ #61)

A. Yes, that scenario may qualify under the Student Investment portion of the Open Door Grant, if they meet all eligibility criteria and full-time status in the eligible program.

Q. How would it work to include a non-credit program in the Last Dollar scenario? Non-credit programs do not accept financial aid.

(FAQ #62)

A. While some programs may not be eligible for federal financial aid, the eligibility for Last Dollar can be extended to students in these programs if the student is in receipt of aid that has a state or federal fund source.

For the purposes of the Open Door Grant Program, “State or federal financial aid” means scholarships and grants whose fund sources are the state of Florida or the federal government. Institutional aid that can be sourced to the state of Florida or the federal government and other financial assistance provided under the state of Florida or federal programs for student education and training are considered state or federal aid.

Q. In adding a program to the list based on an Occupational Completion Point (OCP), how do we determine the program cost? Should we include the hours for the entire program or just the hours of the specific OCP(s) eligible for Open Door?

(FAQ #58)

A. Because only Open Door eligible programs should be requested on the Excel Workbook, the cost of attendance would be linked to the cost to complete these OCPs, not the full cost of the career certificate.

Q. My agency offers a program that provides students with the opportunity to earn more than one approved industry certifications for Open Door. How should I complete the Excel Workbook to account for these certifications?

(FAQ #67)

A. For the Excel Workbook, agencies should list the program (column B) with just one of the approved industry certifications (column A). The Department will capture any additional certifications earned through the reporting process, so the data will be included in program outcomes.

Please note agencies should factor in any examination costs for these additional certifications into the total cost of attendance.

Q. My agency would like to request a Career Certificate Program with OCPs that allows a student to earn several certifications throughout the program. However, not all are included in an OCP approved for Open Door. Can all certifications be included in the program cost or just the ones included in the OCP?

(FAQ #59)

A. In deciding the total program cost for an Open Door eligible program OCP, only the certifications included in the OCP should be incorporated into the program cost.

Q. How should agencies confirm and document the FAFSA requirement for a student in continuing education courses who is not financial aid eligible?

(FAQ #60)

A. Rule 6A-20.045(7), F.A.C., specifies that institutions are responsible for developing policies and procedures to implement Open Door, which must include an application process for students.

Additionally, the rule states that institutions are responsible for verifying students have met the eligibility requirements, which include completion of the FAFSA.

Locally, institutions have the authority to determine the process by which they verify that students have met all eligibility requirements.

Q. What if a student recipient does not complete their program within the 12-month requirement?

(FAQ #55)

A. The agency will be responsible for monitoring student progress toward completion.

In doing so, agencies should consider the student’s coursework, ensuring that students are enrolled in a course load that will facilitate completion within 12 months.

Since “full time” enrollment is part of the student’s eligibility, a student enrolled for more than 12 months in the same program would no longer be eligible for the grant. For this reason, it is of utmost importance that institutions monitor student progress.

Q. Is there a timeframe or number of attempts allowed for a Student Investment recipient to earn their certification for the institution to be able draw down 1/3 of the funds?

(FAQ #50)

A. The statute and rule do not define the timeline for student completion of certifications and repeat attempts.

Institutions should establish local policies, giving consideration to the fact that the agency may only draw down the final 1/3 of funds until the student successfully completes the certification.

Q. What are allowable expenses?

(FAQs #35-39)

Allowable Expenses

- Program funds must be used solely for cost of tuition, fees, examination, books and materials to a student enrolled in an eligible program.
- Examination costs can include vouchers for third-party testing vendors.

Unallowable Expenses

- Expenses associated with administrative costs including **indirect costs are unallowable.**
- Expenses associated with equipment purchases are unallowable.
- Additional unallowable expenses may be found in the RFA.

Q. For a Student Investment recipient enrolled in non-credit workforce certification courses, how do we include certification test voucher fees as they are not calculated in tuition?

(FAQ #52)

A. In calculating the total student cost for the program, examination fees should be included. For Open Door funds, cost to the student is not limited to tuition.

Q. Since an institution cannot draw down funds for Student Investment until specific completion points, how can they show they are utilizing the awarded funds?

(FAQ #53)

A. Agencies will be required to submit quarterly reports detailing the eligibility status of each student who received a Student Investment Grant or Last Dollar Grant in the prior three months.

These reports will allow the Department to track anticipated completion points and subsequently, the funds expected to be drawn down for Student Investment.

Q. Since the budget period is through September 30, 2023, should we request funds for the 2022-23 school year as well?

(FAQ #56)

A. The application should reflect the entire award period which ends September 30, 2023.

Q. How will FDOE determine first-come, first serve?

(FAQ #5)

A. Applications will be reviewed in the order in which they are received based on the date a complete application was submitted to the department.

Complete applications include submission of all the required forms on the Application Review Criteria and Checklist. Agencies must have completed the required components in their entirety (e.g., all narrative sections addressed, all workbook tabs filled out, etc.) for the application to be considered complete.

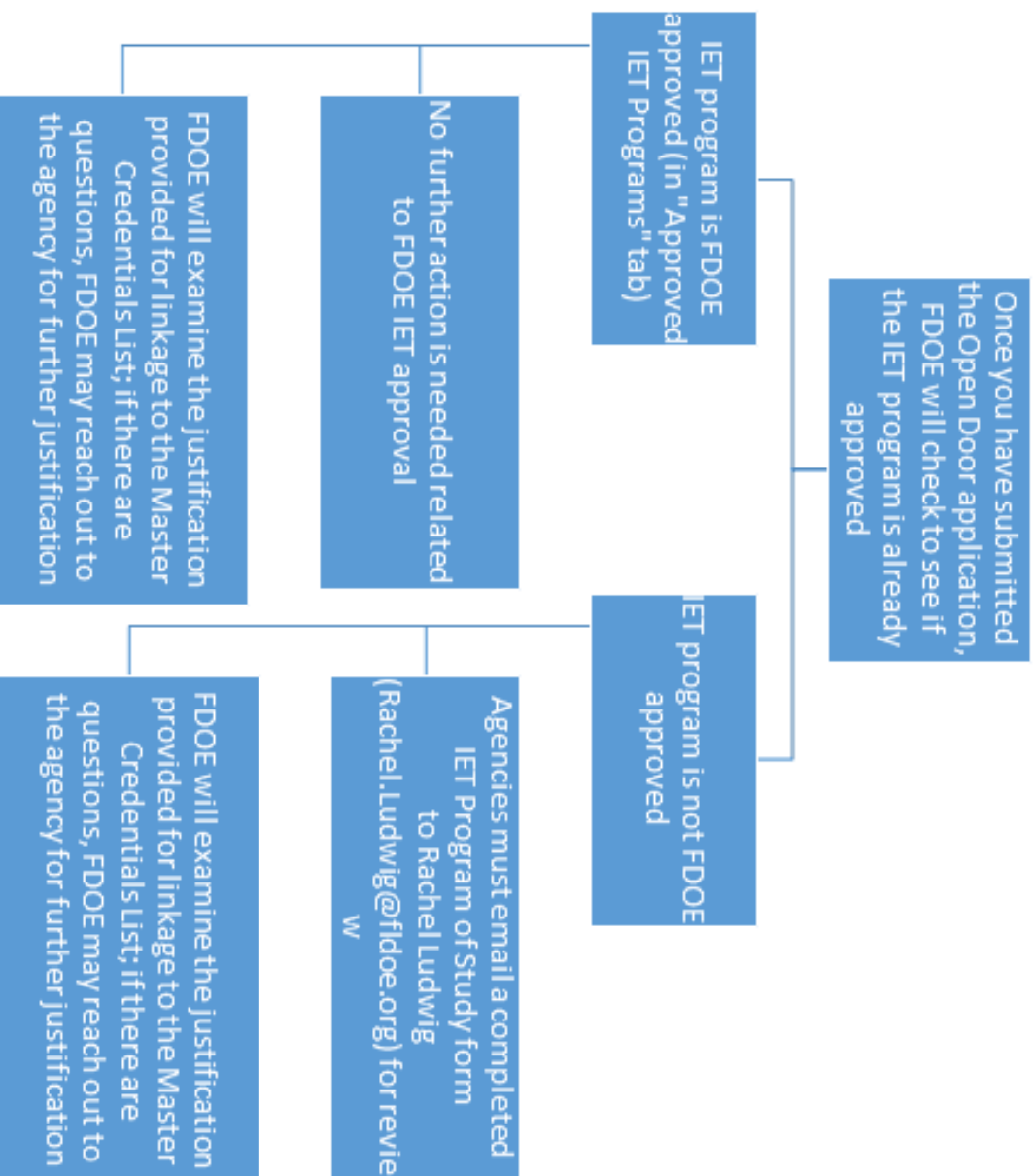
Q. Once an agency has been approved for Open Door, when will the funds be available for use?

(FAQ #57)

A. Awarded funds will be made available as soon as possible. Note that pre-award costs are allowed beginning on July 1, 2021, for students who met the eligibility criteria.

Q. Can you provide additional clarity on the IET approval process once an Open Door application has been submitted?

(FAQ #64)



Q. The Approved IET tab in the Excel workbook includes a linkage to an industry certification that is not being offered as part of my IET program. Is the program eligible for Open Door if it does not lead to the certification tied to my program on the “approved IET programs” tab? (FAQ #65)

A. Eligibility for IET program is based on approval of the overall IET program by the Department and alignment to the Master Credentials List. If the IET Program of Study does not lead to the student’s ability to obtain a credential on the Master Credentials List, then the IET program is not eligible for Open Door.

Your program is not limited to those pre-populated linkages; you may request a different credential of value linkage and provide a justification for that on the B3- IET Programs tab. You may reference the “IET Certifications” tab to identify eligible industry certifications (credentials of value) for which linkages may be made. All submissions for an IET program for Open Door must provide a justification for the linkage.

Q. What if my IET program only leads to completion of a portion of a credential on the Master Credentials List, but not the entire credential? For example, if my IET program results in a student earning the Microsoft Office Specialist credential, but not the Microsoft Office Master which requires the passage of multiple tests in different content areas?

(FAQ #66)

A. An IET program that only leads to a portion of a credential is not eligible for Open Door. In the example provided for Microsoft, the IET program of study would need to include all required exams for the Microsoft Office Master (MICRO017). If a provider would like to revise and expand their current IET program to result in a student earning a credential on the Master Credentials List, they are encouraged to go through the IET approval process explained in the RFA.



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Next Steps

Next Steps

- **October 15, 2021, at 5:00 p.m. (EDT)** – Deadline to submit completed application to be considered in the first review period.
 - A completed application must be submitted via email to: opendoor@fldoe.org. Of the funds appropriated to the program, 25 percent will be reserved for rural institutions for applications received by this date.
- **November 1, 2021, at 5:00p.m. (EDT)** – Final deadline to submit a completed application to be considered for an Open Door grant allocation.
 - A completed application must be submitted via email to: opendoor@fldoe.org. Agencies that do not submit an application by this date will not be considered.
- Institutions will be notified of approval and allocation amount as soon as possible following conclusion of the second review.

Resources

- Open Door website
 - www.fl DOE.org/academics/career-adult-edu/funding-opportunities/opendoor.stml
- Rule 6A-20.045, F.A.C.
 - <https://www.flrules.org/gateway/RuleNo.asp?pid=6A-20.045>

FDOE Contacts

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Open Door Grant Program, Frequently Asked Questions TAPS#22A187 (Florida College System institutions) / TAPS#22A188 (Career Centers)

During the 2021 Florida Legislative Session, House Bill 1507 created section (s.) 1009.895, Florida Statutes (F.S.), to establish the Open Door Grant Program (Open Door), which will provide funds to support student completion of short-term, high-demand credit and non-credit career and technical education (CTE) programs at career centers and Florida College System (FCS) institutions. On September 15, 2021, the Florida Department of Education (FDOE) released the Request for Application (RFA). These Frequently Asked Questions are intended to supplement the RFA. Visit <https://bit.ly/OpenDoorFL> for more information on the program.

Request for Application (RFA)

1. When will the RFA be available?

The RFA will be available no later than Wednesday, September 15, 2021. All required documents for the RFA submission will be available at www.fldoe.org/academics/career-adult-edu/funding-opportunities/.

2. What are the application deadlines?

For consideration in the first review period, completed applications must be received by close of business (5:00 pm EDT) on October 15, 2021. Beginning on October 16, 2021, all remaining funds will be eligible for any agency demonstrating demand for grants.

For consideration in the second review period, completed applications must be received by close of business (5:00 pm EDT) on November 1, 2021. Agencies that do not submit an application to FDOE by November 1, 2021, will not be considered.

3. What opportunities will be provided for agencies to ask questions?

FDOE is hosting a webinar on Friday, September 17, 2021, at 10:00 a.m. EDT to review the RFA and FAQs. Register at <https://attendee.gotowebinar.com/register/232937452655308304>.

FDOE will host a second webinar for question and answer on Monday, September 27, 2021, at 1:00 p.m. EDT. Register at <https://attendee.gotowebinar.com/register/1967378563358915085>.

Agencies may submit questions at any time by emailing opendoor@fldoe.org.

**Open Door Grant Program, Frequently Asked Questions
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Centers)**

For questions received by September 24, 2021, FDOE will post written responses on its Open Door webpage so they are available to all agencies by September 28, 2021.

4. Is there a formula for agencies to determine the amount of funding to request?

No. In determining the amount to request, agencies will be asked—for each program linked to a certification on the Master Credentials List—to identify the estimated number of students receiving Open Door dollars and the estimated amount of funds available to those students. In determining the amount to request, agencies should consider that no student may receive more than \$3,000 per program and no agency may receive more than one-quarter of appropriated funds. Based on the current appropriation, the maximum amount an FCS institution may request and receive is \$5,000,000. The maximum amount a district may request and receive is \$3,750,000.

5. How will FDOE determine first-come, first serve?

Applications will be reviewed in the order in which they are received based on the date a complete application was submitted to the department. Complete applications include submission of all the required forms on the Application Review Criteria and Checklist. Agencies must have completed the required components in their entirety (e.g., all narrative sections addressed, all workbook tabs filled out, etc.) for the application to be considered complete.

6. What if my agency submitted an incomplete application?

If an agency submits an incomplete application, the department will notify the agency of the incomplete portions. The agency will have an opportunity to amend and resubmit their completed application. In these cases, the agency's date to be considered for "first come, first serve" will reset to the date in which a completed application is received. For this reason, it is of utmost importance that complete applications are submitted.

7. How will FDOE prioritize funding for rural institutions?

One-quarter of the funds will be reserved for rural institutions that submit applications by the first review deadline.

8. How does an agency determine if it is classified as "rural?"

The rule defines "rural" as follows:

- Career centers in counties identified in s. 288.0656(1)(e)1. or 2., F.S.

**Open Door Grant Program, Frequently Asked Questions
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Centers)**

- Florida College System institutions designated as subtypes 31, 32, 33, 41, 42 and 43 by the National Center for Education Statistics (NCES).

The list of rural agencies may be found under the “Agency Grant Number” tab in the Excel workbook.

9. How will FDOE prioritize Integrated Education and Training (IET) programs?

Once the first review period closes, FDOE will start by reviewing applications submitted by rural agencies. One-quarter of the funds will be reserved for rural agencies that submitted applications by the review deadline.

Once FDOE has made allocation decisions for rural agencies, staff will go back to the non-rural agency applications. The total amount of requested dollars will be recalculated. If there are sufficient funds to fully fund all applications and agencies’ applications were approved by FDOE, the applications will be fully funded.

If there are not sufficient funds to cover all requests, FDOE will:

- Review each agency application for inclusion of IET programs. Funding will be prioritized for these programs.
- Once FDOE has made allocation decisions for IET programs, staff will allocate any remaining funds to agencies using the first-come, first-serve approach based on the date a completed application was submitted to the department.

During the second review period, the rural "set aside" will be lifted. All funds will be eligible for any institution demonstrating demand for grants. In making the allocations, FDOE will follow the same procedure for allocating funds as described above.

Eligible Programs

10. What is considered an “eligible program” for Open Door?

An “eligible program” means integrated education and training (IET) programs and the following short-term workforce education programs that lead to the attainment of credentials on the Master Credentials List under s. 445.004(4), F.S.:

**Open Door Grant Program, Frequently Asked Questions
TAPS#22A187 (Florida College System institutions) / TAPS#22A188 (Career Centers)**

- Clock-hour career certificate programs less than or equal to nine hundred (900) clock hours;
- For-credit career and technical education programs (college credit certificates and applied technology diplomas) less than or equal to thirty (30) credit hours; or
- Non-credit industry certification preparation less than or equal to the equivalent of nine hundred (900) clock hours or thirty (30) credit hours.

Note: All programs linked to the Master Credentials Lists are eligible for Open Door regardless of the program's Title IV eligibility.

11. What programs are on the 2021-22 Master Credentials List?

For 2021-22, the CAPE Industry Certification Funding List and the CAPE Postsecondary Industry Certification Funding List comprise the Master Credentials List under s. 445.004(4), F.S.

Agencies must link their clock, credit and non-credit Open Door programs to the postsecondary CAPE list, which is available in the "Master Credentials List" tab of the Excel workbook.

- For short-term credit (30 hours or less) and clock programs (900 hours or less), FDOE provided a list of all programs linked to the CAPE Postsecondary Industry Certification Funding List, which is available in the "Approved Clock-Credit Linkages" tab of the Excel workbook.
- If the agency wishes to identify a credit or clock program that is not on the "Approved Clock-Credit Linkages" list, the agency will be required to provide justification explaining how the program trains for the industry certification on the Master Credentials List.
- For short-term non-credit or continuing workforce education courses and programs (equivalent to 30 credit hours/900 clock hours or less), the agency will be required to provide justification explaining how the program trains for the industry certification on the Master Credentials List.

Agencies may link their IET Open Door programs to K-12 or postsecondary certifications on the Master Credentials List, which is available in the "IET Certifications" tab.

- FDOE has provided an approved list of programs in the "Approved IET Programs" tab.

**Open Door Grant Program, Frequently Asked Questions
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- If an agency wishes to seek approval for an IET program that is not on the list, the agency must complete an IET Program of Study form for review by FDOE.
- For each IET program requested, agencies must also provide a brief justification explaining how the IET program trains for the K-12 or postsecondary industry certification.

For 2022-23 and beyond, the Credential Review Committee will publish the Master Credentials List that indicates courses and programs that meet the framework of quality and are credentials of value.

- 12. Are clock hour programs to be listed as non-credit for this application?**
No. If a program has a state-issued program framework, it is not considered non-credit. Only programs that are offered through fee-based or continuing education opportunities would be classified as non-credit.
- 13. I want to offer a clock hour or credit program that is linked to a certification on “Master Credentials List” tab, but it is not on the “Approved Clock-Credit Linkages” tab. Is this allowable?**
Yes. When submitting the application, agencies may request a program that is not identified on the approved linkage list by providing a brief justification explaining how the program trains for the industry certification on the Master Credentials List.
- 14. I want to offer an IET program that is not listed on the “Approved IET Programs tab.” Is this allowable?**
Yes. If an agency wishes to seek approval for a new IET program that is not found in the “Approved IET Programs” tab of the workbook, the agency may apply for Open Door grants by completing application materials; however, they must receive full program approval prior to using Open Door funds. To obtain approval for a new IET program, agencies must email a completed IET Program of Study form to Rachel Ludwig (Rachel.Ludwig@fldoe.org) for review. Providers will be contacted if IET Program of Study revisions need to be made prior to approval.
- 15. Will instruction that results in an Occupational Completion Point (OCP) be eligible for Open Door?**
Possibly, if the agency provides a justification explaining how the instruction, which must be 900 clock hours or less, results in an OCP that also prepares

**Open Door Grant Program, Frequently Asked Questions
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students for an approved industry certification on the Master Credentials List. The department recognizes that numerous clock hour programs exceed the 900-clock hour threshold and embedded in those programs are OCPs associated with learning outcomes which may prepare students for industry certifications on the Master Credentials List. For example, Welding Technology is a 1050 clock hour program. OCP B of that program is generally achieved upon 600 hours of instruction at which point students may be eligible to sit for an industry certification (NCCER, American Welding Society) on the Master Credentials List. These requests should be treated as “Agency-Requested Linkages” in “Tab B1” of the Excel workbook.

16. Can my institution add programs after the initial award period?

Yes. During the award period, agencies may add programs after the initial application if:

- The institution has begun offering an eligible program that it did not offer at the time of application.
- Programs are added to the Master Credentials List that meet the framework of quality and are credentials of value.
- A linkage is added to the Master Credentials List between an industry certification and a program.

17. Do I need FDOE approval before adding programs after the initial award period?

If the non-credit, credit or clock hour program is already approved by FDOE as an approved linkage, the institution does not need FDOE approval to begin applying Open Door funds. Agencies will notify FDOE of the addition of approved programs through the quarterly reports.

If the non-credit, credit or clock hour program is not already approved by FDOE as an approved linkage, the institution does need FDOE approval to begin applying Open Door funds. Agencies should contact the grant manager to seek approval by providing a brief justification explaining how the program trains for the industry certification on the Master Credentials List.

If the IET program is not already approved by FDOE as an approved linkage, the institution does need FDOE approval to begin applying Open Door funds. Agencies should send a completed IET Program of Study form to Rachel Ludwig (rachel.ludwig@fldoe.org) for review. Providers will be contacted if IET Program of Study revisions need to be made prior to approval.

**Open Door Grant Program, Frequently Asked Questions
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Centers)**

- 18. Are Open Door funds for new programs or existing programs?**
The funds may be spent on new or existing programs.
- 19. What programs will be on the 2022-23 Master Credentials List?**
For 2022-23 and beyond, the Credential Review Committee will publish the Master Credentials List that indicates courses and programs that meet the framework of quality and are credentials of value.

Award Approach

- 20. Are agencies required to implement both the Last Dollar and Student Investment approach?**

No. Agencies are able to implement either, or both, the Student Investment or Last Dollar approach. For each eligible program, agencies must indicate if they plan to use a Student Investment approach, a Last Dollar approach or a Student Investment and Last Dollar approach.

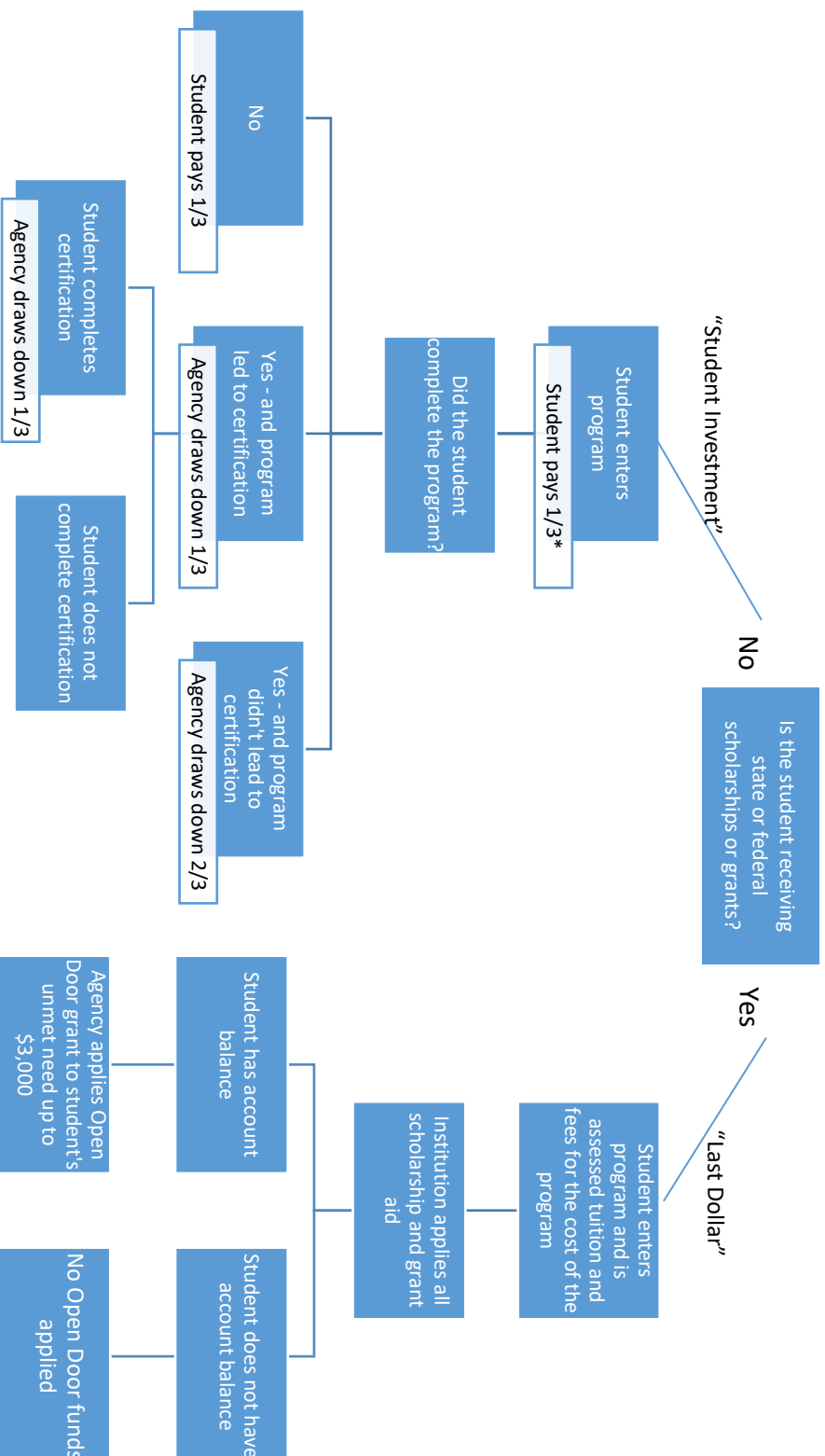
Figure 1 contains the decision tree if the program is offered using both approaches. Last Dollar and Student Investment.

Figure 2 contains the decision tree if the agency opts to only offer the program using the Student Investment approach. This model only applies to students who are not in receipt of state or federal financial aid.

Figure 3 contains the decision tree if the agency opts to only offer the program using the Last Dollar approach. In this model, students who are not in receipt of state or federal financial aid are ineligible for Open Door.

Open Door Grant Program, Frequently Asked Questions
TAPS#22A187 (Florida College System institutions) / TAPS#22A188 (Career Centers)

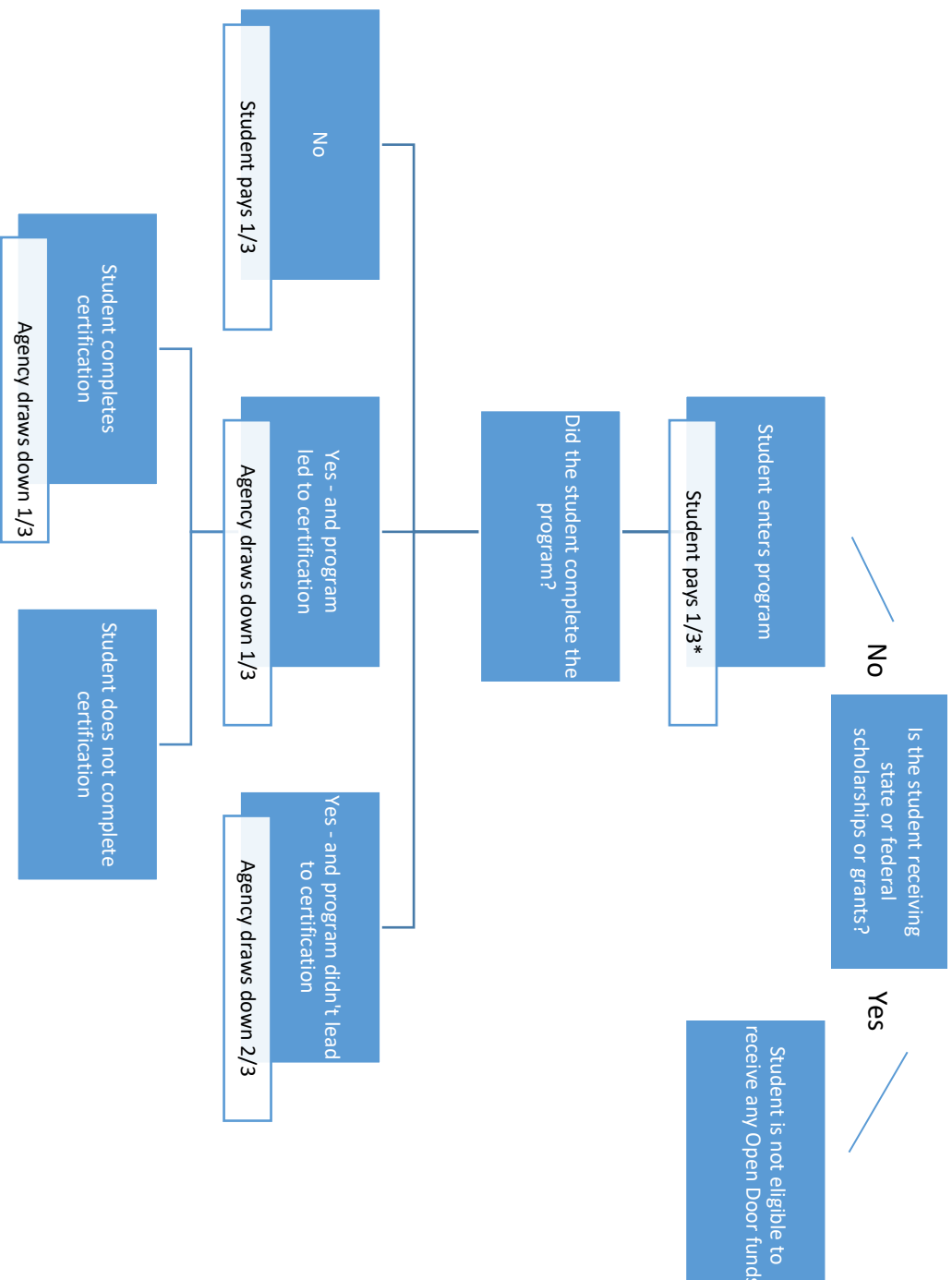
Figure 1. Program-level Open Door decision tree: Last Dollar and Student Investment



*IET students may use grant funds to cover this cost, if the student signs an agreement that he or she will pay this cost should the student fail to successfully complete the program.

Open Door Grant Program, Frequently Asked Questions
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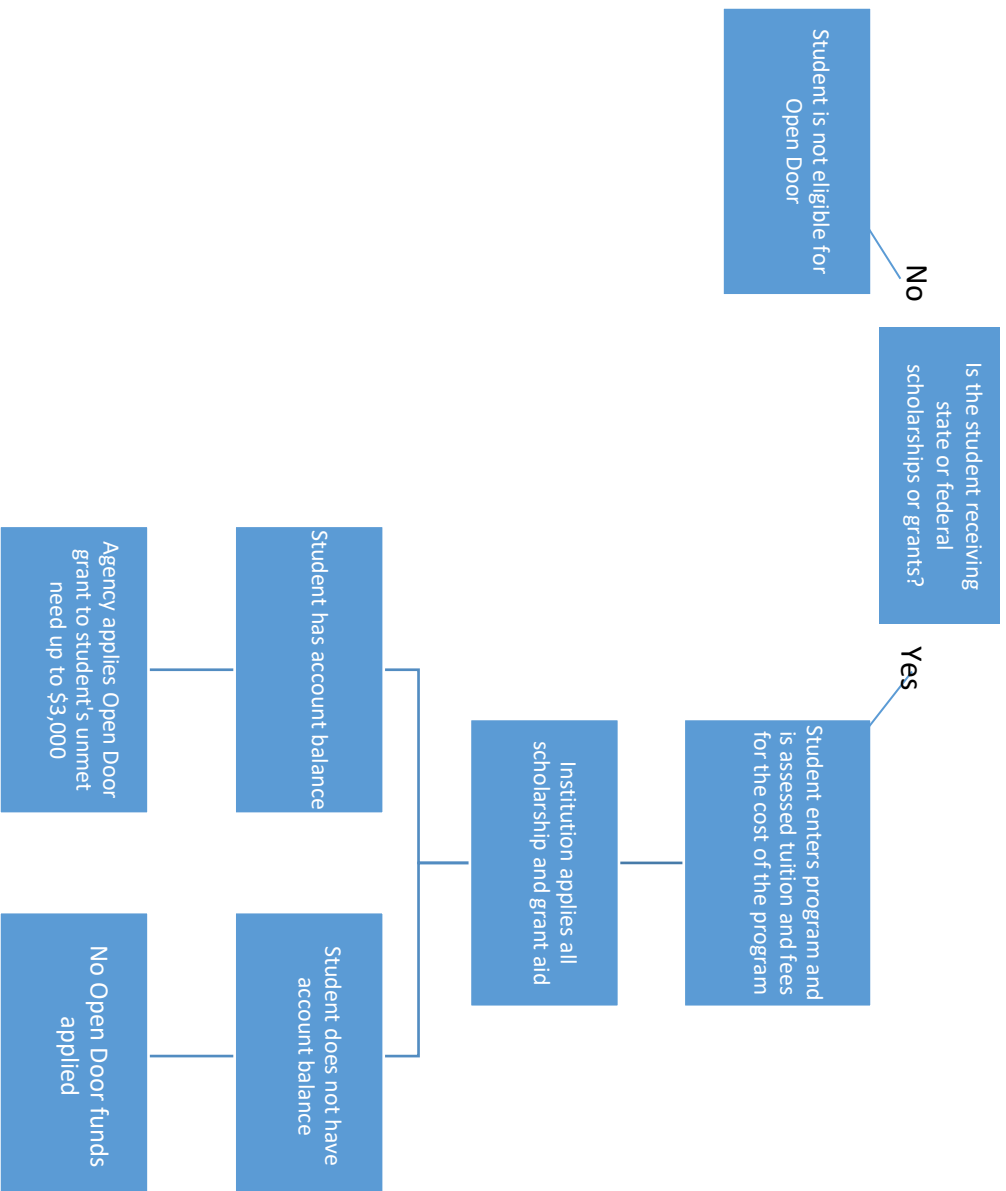
Figure 2. Program-level Open Door decision tree: Student Investment Only



*IET students may use grant funds to cover this cost, if the student signs an agreement that he or she will pay this cost should the student fail to successfully complete the program.

**Open Door Grant Program, Frequently Asked Questions
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Figure 3. Program-level Open Door decision tree: Last Dollar Only



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Centers)**

Last Dollar

- 21. Are grants or scholarships funded by the financial aid fee under s. 1009.23(8), F.S., considered “state aid” for purposes of determining eligibility for Last Dollar?**
No. The financial aid fee is not funded by the state of Florida or federal government.
- 22. Are student loans considered “federal aid” for purposes of determining eligibility for Last Dollar?**
No. For the purposes of determining eligibility for the Last Dollar program, “state or federal financial aid” means scholarships and grants whose fund sources are the state of Florida or the federal government.
- 23. What considerations should be given to grants or scholarships that are not state or federally funded in determining a recipient’s award amount under Last Dollar?**
For a recipient in the Last Dollar approach, the student’s grant and scholarship aid from all sources should be first applied towards the recipient’s cost of the program. After all scholarships and grants are applied, Last Dollar funds would then be used for the amount of the unmet need, not to exceed \$3,000.
- 24. Should an agency exclude loans when determining the amount of funding to award a recipient under Last Dollar?**
Yes.

Student Investment

- 25. If an agency is unable to receive the remaining two-thirds of tuition and fees until a student completes their program, will the agency be able to collect on balances for students who withdraw from the program before they earn a degree or certificate?**
A student who enrolls under Student Investment must pay one-third of the cost of the program and sign an agreement to either complete the program or pay an additional one-third of the cost of the program in the event of non-completion. In the event of non-completion, agencies may collect on balances for only one-third the cost of the program in accordance with the agreement students signed upon entry. Agencies are responsible for absorbing the final one-third the cost of the program. This approach is intended to incentivize institutions in promoting student completion.

**Open Door Grant Program, Frequently Asked Questions
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- 26. What are the financial obligations for an IET student who used Open Door to cover the student portion and failed to complete the program?**
Students in an approved IET program who had their student portion paid through Open Door are required to sign an agreement indicating they will pay this cost in the event of non-completion, in addition to the one-third required of all Student Investment students.
- 27. Will FDOE provide a template for the agreement required of Student Investment grant recipients?**
No. Agencies are responsible for designing the template, giving consideration to Rule 6A-20.045(4), F.A.C. Specifically, that a student must:
- Pay one-third of the cost of the program. This student portion may be paid by the student, the employer or a private source. For students in IET programs, the student portion may be paid by the Open Door grant if the student signs an agreement that he or she will pay this cost should the student fail to successfully complete the program.
 - Sign an agreement that requires the student to pay an additional one-third of the cost of the program in the event the student does not successfully complete the program.
- 28. What considerations should be given to grants or scholarships that are not state or federally funded under Student Investment?**
For a recipient in the Student Investment approach, aid from non-state or federal sources may be used to fund the one-third of the program cost required by the recipient (“student portion”).

Student Eligibility

- 29. What are the student eligibility requirements for Open Door?**
To be eligible for funding under both the Student Investment Grant and the Last Dollar Grant, a student must:
- Be admitted to and enrolled full-time in an eligible program at an eligible institution;
 - Be a resident of this state as determined under Section 1009.21, F.S.;
 - Be unemployed, underemployed or furloughed;
 - Complete the Free Application for Federal Student Aid (FAFSA) for each academic year in which the grant is sought; and
 - Meet all requirements set by the student’s institution to document compliance with the items above

**Open Door Grant Program, Frequently Asked Questions
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Centers)**

30. How will agencies know a student's employment status?

Agencies are responsible for determining student eligibility for Open Door, which includes establishing procedures for measuring whether applicants are “unemployed,” “underemployed” or “furloughed”. Agencies may wish to incorporate this determination in the student application process for the grant. The following resources may be useful.

- [Section 443.036\(44\), Florida Statutes, Definition of Unemployment](#)
- [Section 443.036\(43\), Florida Statutes, Definition of Temporary Layoff](#)

31. How is “full-time enrollment” defined?

To be eligible for Open Door, students must be enrolled in courses and training such that they will complete the program in 12 months or less.

32. Can a student enrolled in a non-Title IV eligible program qualify for Open Door?

Yes. A student enrolled in a program that is not eligible for federal financial is eligible for Open Door.

32. Do all students, even those in non-Title IV eligible programs, need to complete the FAFSA?

Yes. According to s. 1009.895(4) F.S., a student must complete the FAFSA for each academic year in which the grant is sought, regardless of the program's eligibility for Federal student aid.

33. Would an IET student who is not eligible for federal financial aid yet receives WIOA dollars from CareerSource be eligible for Last Dollar?

Yes. Any student receiving funds tied to federal/state aid sources is eligible for Last Dollar. This includes students who are enrolled under the Get There Faster campaign.

Budget and Finance

34. What is the budget period for the Open Door Grant Program?

The budget period for the Open Door Grant Program is July 1, 2021, through September 30, 2023.

35. What are allowable expenses?

Program funds must be used solely for cost of tuition, fees, examination, books and materials to a student enrolled in an eligible program.

**Open Door Grant Program, Frequently Asked Questions
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- 36. May funds be used to pay for student industry certification exams?**
Yes. Examination costs can include vouchers for third-party testing vendors.
- 37. May funds be used to cover the cost of marketing, promotions and advertisements to promote the grant program?**
No.
- 38. May funds be used to cover the cost of personnel to administer the grant program?**
No.
- 39. May funds be used to cover indirect or administrative costs?**
No.
- 40. When will agencies be able to draw down funds?**
The department will make funds available to agencies through a federal cash advance. Agencies should draw down funds based on student completion of key milestones as outlined below.

For a recipient in the Last Dollar approach, agencies should draw down state funds in the process of applying Open Door to the students' accounts to cover the difference between the costs the student incurs at the time of enrollment and the total value of all grants and scholarships received by the recipient to attend the institution that semester or term. If the student is enrolled in a program that lasts more than one semester or term, the institution may draw down funds each semester or term. The amount may not exceed \$3,000 per student per program.

For a recipient in the Student Investment approach, agencies may draw down state funds once a student completes their program and earns the associated industry certification, if applicable. The amount may not exceed \$3,000 per student, per program.

Student Portion

- For students in an approved IET program, agencies may draw down 1/3 of the cost of the program when a student enrolls in the program. This is considered the “student portion.” The ability to use Open Door to cover the student portion is limited to IET students.
- For students in credit, clock and non-credit programs leading to a credential on the Master Credentials List, at the time of enrollment, students must pay

**Open Door Grant Program, Frequently Asked Questions
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Centers)**

1/3 the cost of the program. This payment may come from the student, the employer or a private source. No Open Door funds may be drawn down for these students.

State Portion

- For students in a program with an associated industry certification, agencies may draw down:
 - 1/3 of the cost of the program when a student completes the postsecondary credential.
 - 1/3 of the cost of the program when a student completes the third-party industry certification.
- For students in a program with no associated industry certification, agencies may draw down:
 - 2/3 of the cost of the program when a student completes the postsecondary credential.

41. May agencies allow students to pay their portion (1/3 cost of the program) over multiple terms?

No. The student must pay 1/3 the cost of the program at the time of enrollment as the student portion reflects the full cost of the program in accordance with s. 1009.895, F.S.

42. Will agencies be able to defer fees for eligible Open Door recipients?

Yes.

For career centers, the [DOE Information Database Requirements Volume I: Automated Student Information System](#), contains data element 101325 Adult Fee Status which outlines the conditions under which fees may be deferred.

Rule 6A-14.054(10), [F.A.C.](#), provides that FCS institutions may defer fees when the college has a written promise of payment from business, industry, government unit, nonprofit organization, or civic organization.

43. What happens if a student does not complete their program/certification?

For a recipient in the Last Dollar approach, agencies should establish local policies governing financial implications if a student withdrawals from courses, the eligible program, or the institution, or if a student is no longer eligible for the Open Door program.

**Open Door Grant Program, Frequently Asked Questions
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For a recipient in the Student Investment approach, statute and rule specify the following: Agencies may adopt local policies to supplement these state requirements governing financial implications if a student withdrawals from courses, the eligible program, or the institution, or if a student is no longer eligible for the Open Door program.

Student Portion

For students in an approved IET program whose student portion was funded through Open Door, institutions must require the student to sign an agreement to pay this cost back in the event the student does not successfully complete the program. In the event of non-completion, the agency may recover one-third the cost of the program by enforcing the student agreement.

State Portion

Agencies must require students to sign an agreement to pay an additional one-third of the cost of the program in the event the student does not successfully complete the program. If the student does not complete the program, the agency will not be eligible to draw down any Open Door funds, as the drawing down of funds is tied to student completion. In the event of non-completion, the agency may recover one-third the cost of the program by enforcing the student agreement.

For programs that lead to industry certifications – If the student completes the program, but does not pass the certification, the agency will not be eligible to draw down Open Door funds for the certification, as the drawing down of funds is tied to student attainment of the certification. In the event of non-completion, the agency may not recover one-third the cost of the program.

44. Can Open Door funds be retroactively applied to students enrolled in the summer or fall semester 2021?

Yes, pre-award costs are allowed beginning on July 1, 2021, for students who met the following eligibility criteria:

- Be admitted to and enrolled full-time in an eligible program at an eligible institution;
- Be a resident of this state as determined under Section 1009.21, F.S.;
- Be unemployed, underemployed or furloughed;
- Complete the Free Application for Federal Student Aid (FAFSA) for each academic year in which the grant is sought; and

**Open Door Grant Program, Frequently Asked Questions
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- Meet all requirements set by the student’s institution to document compliance with the items above.

For the student investment approach, the agency would need to ensure the student (or the employer or private source, on the student’s behalf) paid one-third of the cost of the program at the time of enrollment, unless subject to an exception listed in paragraph Rule 6A-20.045(4)(c), F.A.C. Additionally, the agency must require each eligible student to sign an agreement that requires the student to pay an additional one-third of the cost of the program in the event the student does not successfully complete the program.

Get There Faster

45. How does the Open Door Grant Program relate to the Get There Faster WIOA Competitive Grant opportunity?

Both grant opportunities promote strategic partnerships in an effort to ensure all Floridians have access to education and training that lead to career paths for in-demand, middle-to-high wage jobs. The table below shows a side by side of the two opportunities.

	Open Door Grant Program	Get There Faster
Eligible agencies	Career centers FCS institutions	Florida’s 24 local workforce development boards (LWDB)
Funding available	Career centers: \$15 million FCS institutions: \$20 million	Veterans and Military Spouses: Up to \$7 million Low-Income Returning Adult Learners: Up to \$5 million At-Risk Floridians: Up to \$5 million
Eligible students	Eligible applicants must: <ul style="list-style-type: none"> • Be admitted to and enrolled full-time in an eligible program at an eligible institution; • Be a resident of this state as determined under Section 1009.21, F.S.; • Be unemployed, underemployed or furloughed; • Complete the FAFSA for 	Students must be determined eligible for WIOA Adult, Dislocated Worker, or Youth programs. <u>Adult</u> <ul style="list-style-type: none"> • 18 years or older • U.S. citizen or eligible to work in United States • Males registered with selective service • Priority populations include low income, recipients of public

**Open Door Grant Program, Frequently Asked Questions
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	Open Door Grant Program	Get There Faster
	each academic year in which the grant is sought.	<p>assistance, individuals who are basic skills deficient</p> <p><u>Dislocated Worker</u></p> <ul style="list-style-type: none"> Individual who has lost their job due through no fault of their own <p>See TEGL 19-16 or local workforce development board for additional details.</p> <p><u>Youth</u></p> <ul style="list-style-type: none"> See page 8 of Get There Faster Application
Eligible programs	<ul style="list-style-type: none"> Integrated education and training (IET) programs Clock-hour career certificate programs less than or equal to nine-hundred (900) clock hours For-credit career and technical education programs less than or equal to thirty (30) credit hours Noncredit industry certification preparation less than or equal to the equivalent of nine-hundred (900) clock hours or thirty (30) credit hours 	Eligible programs must be on the LWDB Eligible Training Provider List.
Allowable expenses	Cost of tuition, fees, examination, books and materials	Staffing, outreach/participant recruitment, direct client costs, etc.

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Centers)**

Postsecondary institutions and local workforce development boards are encouraged to partner to maximize the education and training available to eligible students.

46. If a student receives funds through Get There Faster, are they also eligible for Open Door? And vice versa?

Students may receive funds from both the Open Door grant and the Get There Faster grant if they meet the eligibility criteria for both grant programs. Whereas eligibility for Open Door is determined by the postsecondary institution, eligibility for Get There Faster is determined by the workforce board. As such, the student would need to complete application documents with both agencies.

47. Can students who receive funds through Get There Faster be eligible for Last Dollar under Open Door?

Yes. Because the Get There Faster fund source is federal, these students would be eligible for Last Dollar.

48. Where can agencies find out more about how to apply for Get There Faster?

Career centers and FCS institutions are encouraged to partner with their local workforce boards in preparing a grant application. More information about the opportunity is available at <https://careersourceflorida.com/wp-content/uploads/2021/08/CSF-Get-There-Faster-Grants.pdf>.

Other

49. Whom should an agency contact with questions about the Open Door Grant Program?

Project Application Support:

Florida College System institutions

Katie Grissom, Deputy Director for Academic Affairs

katie.grissom@fldoe.org

850-245-0407

Career Centers

Ninafe Awong, Director, Career and Technical Education

Ninafe.Awong@fldoe.org

850-245-9020

Grants Management: Office of Grants Management, 850-245-0496

Updated 9/15/2021

**Open Door Grant Program, Frequently Asked Questions
TAPS#22A187 (Florida College System institutions) / TAPS#22A188 (Career
Centers)**

Questions added after 9/15/21:

- 50. Is there a timeframe or number of attempts allowed for a Student Investment recipient to earn their certification for the institution to be able to draw down 1/3 of the funds?**

The statute and rule do not define the timeline for student completion of certifications and repeat attempts. Institutions should establish local policies, giving consideration to the fact that the agency may only draw down the final 1/3 of funds until the student successfully completes the certification.

- 51. Can Open Door funds be used to pay for books, supplies and materials for students enrolled in a pre-apprenticeship program?**

For 2021-22, the CAPE Industry Certification Funding List and the CAPE Postsecondary Industry Certification Funding List comprise the Master Credentials List under Section 445.004(4), F.S. Agencies must link their clock, credit and non-credit Open Door programs to the postsecondary CAPE list, which is available in the "Master Credentials List" tab of the Excel workbook. FDOE would need additional information from the requesting agency regarding the pre-apprenticeship program, including clarity around the delivery of instruction and the linkage to the MCL, prior to making a determination. These agencies may contact opendoor@fldoe.org to provide more information.

- 52. For a Student Investment recipient enrolled in non-credit workforce certification courses, how do we include certification test voucher fees as they are not calculated in tuition?**

In calculating the total student cost for the program, examination fees should be included. For Open Door funds, the cost to the student is not limited to tuition.

- 53. Since an institution cannot draw down funds for Student Investment until specific completion points, how can they show they are utilizing the awarded funds?**

Agencies will be required to submit quarterly reports detailing the eligibility status of each student who received a Student Investment Grant or Last Dollar Grant in the prior three months. These reports will allow the Department to track anticipated completion points and subsequently, the funds expected to be drawn down for upcoming Student Investment.

**Open Door Grant Program, Frequently Asked Questions
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Centers)**

- 54. Our workforce development department cannot accept Pell Grants. Does this mean that all of our participants would fall under student investment?**
Students eligible for the Last Dollar approach are those enrolled in eligible programs and who are receiving state or federal financial aid. Rule 6A-20.045, 2(j), F.A.C., defines “state or federal financial aid” as scholarships and grants whose fund sources are the state of Florida or the federal government. For the purposes of this program, institutional aid that can be sourced to the state of Florida or the federal government and other financial assistance provided under the state of Florida or federal programs for student education and training are considered state or federal aid.
- 55. What if a student recipient does not complete their program within the 12-month requirement?**
The agency will be responsible for monitoring student progress toward completion. In doing so, agencies should consider the student’s coursework, ensuring that students are enrolled in a course load that will facilitate completion within 12 months. Since “full time” enrollment is part of the student’s eligibility, a student enrolled for more than 12 months in the same program would no longer be eligible for the grant. For this reason, it is of utmost importance that institutions monitor student progress.
- 56. Since the budget period is through September 30, 2023, should we request funds for the 2022-23 school year as well?**
The application should reflect the entire award period which ends September 30, 2023.
- 57. Once an agency has been approved for Open Door, when will the funds be available for use?**
Awarded funds will be made available as soon as possible. Note that pre-award costs are allowed beginning on July 1, 2021, for students who met the eligibility criteria.
- 58. In adding a program to the list based on an Occupational Completion Point (OCP), how do we determine the program cost? Should we include the hours for the entire program or just the hours of the specific OCP(s) eligible for Open Door?**

**Open Door Grant Program, Frequently Asked Questions
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Centers)**

Because only Open Door eligible programs should be requested on the Excel Workbook, the cost of attendance would be linked to the cost to complete these OCPs, not the full cost of the career certificate.

- 59. My agency would like to request a Career Certificate Program with OCPs that allows a student to earn several certifications throughout the program. However, not all are included in an OCP approved for Open Door. Can all certifications be included in the program cost or just the ones included in the OCP?**

In deciding the total program cost for an Open Door eligible program OCP, only the certifications included in the OCP should be incorporated into the program cost.

- 60. How should agencies confirm and document the FAFSA requirement for a student in continuing education courses who is not financial aid eligible?**

Rule 6A-20.045(7), F.A.C., specifies that institutions are responsible for developing policies and procedures to implement Open Door, which must include an application process for students. Additionally, the rule states that institutions are responsible for verifying students have met the eligibility requirements, which include completion of the FAFSA. Locally, institutions have the authority to determine the process by which they verify that students have met all eligibility requirements.

- 61. If a credit student with state or federal financial aid wishes to enroll in an eligible non-credit program that does not accept financial aid, would that scenario qualify for the Student Investment portion of this grant?**

Yes, that scenario may qualify under the Student Investment portion of the Open Door Grant, if they meet all eligibility criteria and full-time status in the eligible program.

- 62. How would it work to include a non-credit program in the Last Dollar scenario? Non-credit programs do not accept financial aid.**

While some programs may not be eligible for federal financial aid, the eligibility for Last Dollar can be extended to students in these programs if the student is in receipt of aid that has a state or federal fund source. For the purposes of the Open Door Grant Program, "state or federal financial aid" means scholarships and grants whose fund sources are the state of Florida or the federal government. Institutional aid that can be sourced to the state of Florida or the federal government and other financial assistance provided under the state of Florida or federal programs for student education and training are considered state or federal aid.

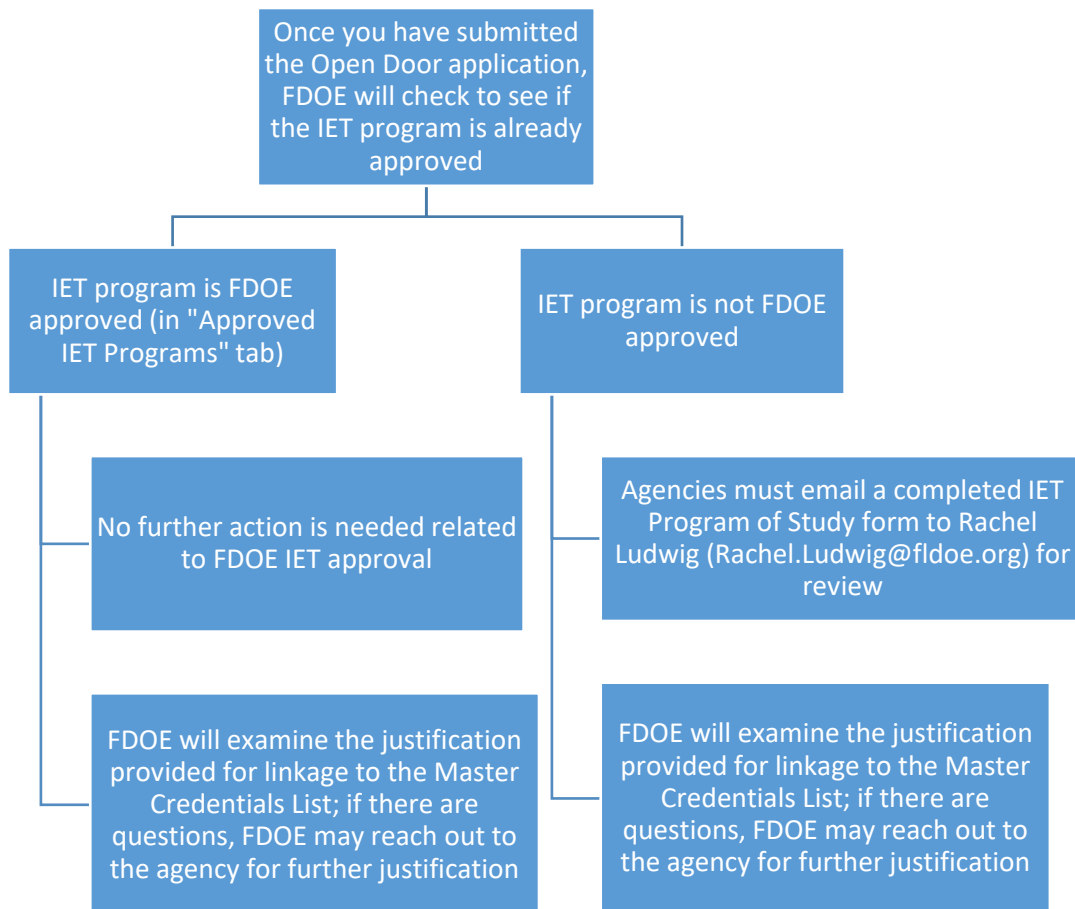
**Open Door Grant Program, Frequently Asked Questions
TAPS#22A187 (Florida College System institutions) / TAPS#22A188 (Career Centers)**

- 63. An eligible program is one that leads to the attainment of a credential on the Master Credentials List. Are there any approved programs which do not lead to a certification?**

For 2021-22, the CAPE Industry Certification Funding List and the CAPE Postsecondary Industry Certification Funding List comprise the Master Credentials List. For 2022-23 and beyond, the Credential Review Committee will publish the Master Credentials List that identifies the programs that meet the framework of quality standards used to identify credentials of value. If the Credential Review Committee adds a program to the Master Credentials List (2022-2023 and beyond) that does not lead to certification, this is when an agency would be able to draw down the additional funds.

- 64. Can you provide additional clarity on the IET approval process once an Open Door application has been submitted?**

The figure below shows the process FDOE will undertake when reviewing IET Open Door applications.



**Open Door Grant Program, Frequently Asked Questions
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Centers)**

Additional information regarding IET programs, including the Program of Study request form, can be found at <https://www.fldoe.org/academics/career-adult-edu/adult-edu/adult-edu-career-pathways.stml>.

- 65. The Approved IET tab in the Excel workbook includes a linkage to an industry certification that is not being offered as part of my IET program. Is the program eligible for Open Door if it does not lead to the certification tied to my program on the “approved IET programs” tab?**
Eligibility for IET program is based on approval of the overall IET program by the Department and alignment to the Master Credentials List. If the IET program of study does not lead to the student’s ability to obtain a credential on the Master Credentials List, then the IET program is not eligible for open door. Your program is not limited to those pre-populated linkages; you may request a different credential of value linkage and provide a justification for that on the B3- IET Programs tab. You may reference the “IET Certifications” tab to identify eligible industry certifications (credentials of value) for which linkages may be made. All submissions for an IET program for Open Door must provide a justification for the linkage.
- 66. What if my IET program only leads to completion of a portion of a credential on the Master Credentials List, but not the entire credential? For example, if my IET program results in a student earning the Microsoft Office Specialist credential, but not the Microsoft Office Master which requires the passage of multiple tests in different content areas?**
An IET program that only leads to a portion of a credential is not eligible for Open Door. In the example provided for Microsoft, the IET program of study would need to include all required exams for the Microsoft Office Master (MICRO017). If a provider would like to revise and expand their current IET program to result in a student earning a credential on the Master Credentials List, they are encouraged to go through the IET approval process explained in the RFA.
- 67. My agency offers a program that provides students with the opportunity to earn more than one approved industry certification for Open Door. How should I complete the Excel Workbook to account for these certifications?**
For the Excel Workbook, agencies should list the program (column B) with just one of the approved industry certifications (column A). The Department will capture any additional certifications earned through the reporting process, so the data will be included in program outcomes. Please note agencies should factor in any examination costs for these additional certifications into the total cost of attendance.

**Open Door Grant Program, Frequently Asked Questions
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Centers)**

- 68. May an industry certification not on the CAPE Postsecondary Funding List be added for an in-demand workforce program?**
Every postsecondary program receiving Open Door funds must be linked to at least one credential on the Master Credentials List, which is the CAPE Postsecondary Industry Certification Funding List for 2021-22. If an agency offers a program which leads to multiple certifications, at least one of the certifications must be on the Master Credentials List.
- 69. Are PSAV programs eligible for Open Door?**
Yes. In the last few years, the department has sunset the term "PSAV" and replaced with the term "career certificates." For every program the agency wishes to apply Open Door funds to, it must lead to a certification on the Master Credentials List, which for credit and clock programs, is a certification on the CAPE Postsecondary List. In the Excel Workbook, the "Approved Clock-Credit Linkages" tab provides some of the already approved programs, with column E providing the program type ("Career Cert"). Additionally, in Tab B1, agencies are able to request another credit-clock program and justification for how it leads to certification on the MCL (columns C and D).
- 70. Is a district eligible to receive Open Door dollars if they have an approved IET program that leads to a credential on the Master Credentials List?**
Section 1009.895(1)(c), F.S., specifies that Open Door funds are available to school districts which offer postsecondary technical career centers under s. 1001.44, F.S.
- 71. Do advanced technical certificate (ATC) programs under 30 credits, qualify as eligible programs?**
Rule 6A-14.030, F.A.C., specifies that ATC programs are designed to stack on top of a student's existing associate or baccalaureate degree. The programs identified for Open Door funds are lower-division certificates. FDOE would need additional information from the requesting agency regarding the ATC program, including clarity around the delivery of instruction and the linkage to the MCL, prior to making a determination. These agencies may contact opendoor@fldoe.org to provide more information.

Updated 9/28/2021

From: Heidi Bruhn <heidi.bruhn@savvas.com>
Sent: Thursday, April 28, 2022 8:10 AM EDT
To: Seeds; Cathy
Subject: Out-of-Office RE: Savvas Learning Company Grade 7 appeal

Hello,
I am out of the office traveling and meeting with customers; responses will be delayed. If you need immediate assistance, please contact:

enVision K-8/Investigations: Heather Boyd
enVisio 6-8/CMP: Chris Anton
enV AGA: Gary Jeppsen
AP&E: Jordan Longoria
Product Marketing: Kelsey Jenkins

Thank you for your understanding
Heidi

--

Heidi Bruhn
Vice President, Product Management & Marketing K-12 Math

Savvas Learning Company

Mobile: (773) 849-9525
[savvas.com](https://www.savvas.com) | [@savvaslearning](https://twitter.com/savvaslearning)
Customer Care: support.savvas.com



From: Ratliff, Grace A <grace.ratliff@cengage.com>
Sent: Wednesday, February 02, 2022 2:15 PM EST
To: Seeds; Cathy
Subject: Question about NSTA requirements
Attachment(s): "image001.jpg"

Hi Cathy,

I am reaching out to inform you that our company has been in contact with our paper suppliers/vendors. Due to the global shortage of paper, the suppliers have let us know that there is a possibility of not having NSTA weight paper available for printing new textbooks. This in no way affects the binding and most likely the difference in paper weight will not be noticeable. And as mentioned, since this is a global issue, all publishers will be having the same concerns for printing new materials.

We are hopeful that the shortage will not take place at all, but if it does, we wanted to be proactive and reach out to you. State bids include specifications on the quality of print materials. Would a disclaimer from National Geographic Learning/Cengage stating that we will replace, free of charge, any materials that do not hold up to normal wear and tear be an acceptable solution in the event we are unable to obtain NSTA weight paper?

I understand that this is an unusual request, but it is also an unusual circumstance. I am happy to schedule a call and discuss if you need additional information or clarification. Our goal is to do everything possible to provide high quality print materials to your students.

Grace Ratliff
State Adoption Manager
919-624-9004
grace.ratliff@cengage.com



From: Swora, Joe <Joe.Swora@mheducation.com>

Sent: Friday, October 15, 2021 11:14 AM EDT

To: Commissioner

Subject: question from McGraw-Hill

Attachment(s): "image001.png"

Hello—my name's Joe Swora, and I'm the Strategic Funding Analyst for McGraw-Hill. I'm working to develop my state-level contacts for information and potential questions regarding federal funding (CARES, CRSSA, ARP, etc.), and I'm unclear who the best contact person for that would be with Florida's DOE. Please let me know. Thanks!

Best,

Joe



Joe Swora

Strategic Funding Analyst

McGraw Hill | School

8787 Orion Place, Columbus, OH 43240

C: 419-344-1771

Joe.Swora@mheducation.com

Pronouns: he/him/his

mheducation.com

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From: Kinard, Erin <Erin.Kinard@hnhco.com>
Sent: Thursday, May 12, 2022 2:45 PM EDT
To: Seeds; Cathy
CC: Harris; Jennifer
Subject: Quick Call to Confirm Direction of Final Corrections

Hi Cathy,

Thanks for your time this afternoon and for your offer of availability. In discussing how to most efficiently get to approval on the 8 remaining standards across G1 and G5, we thought it could be helpful for 1-2 members of our editorial team to discuss directly with you and Ashley how we might approach the additional corrections before proceeding with the mark-up and sending that over. That way we can ensure we are heading in the right direction prior to marking up the changes and sending those back for official approval.

If that is possible we can be available anytime tomorrow morning that works on your end. If you could let us know by close of business today we would be able to get the meeting details scheduled.

Much appreciated,
Erin

Erin Kinard *(she/her)*

Senior VP, Product Management & Strategy

Core Solutions

Houghton Mifflin Harcourt | Round Rock, TX | (M) 512.915.3509

From: Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>
Sent: Wednesday, February 16, 2022 10:28 AM EST
To: Jernigan, Kathy; Seeds, Cathy; Hamilton, Lauren
Subject: RE: 2021-2022 Math Instructional Materials Adoption List
Attachment(s): "image001.png"

Hi Kathy,

The Commissioner has final say on all adoption decisions and we do not have the adopted list out yet. It's usually published sometime in the spring. Sorry for the wait!

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

DOE email signature

From: Jernigan, Kathy <Kathy.Jernigan@hnhco.com>
Sent: Wednesday, February 16, 2022 10:21 AM
To: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>
Subject: 2021-2022 Math Instructional Materials Adoption List

Can you please update us as to when this list will be published? Any information that you can provide would be greatly appreciated. Thank you.

Sincerely,
Kathy

Kathy Jernigan
Senior Account Executive
South Region

Houghton Mifflin Harcourt
9400 Southpark Center Loop
Orlando, FL 32819
Mobile: 850.572.0792
hnhco.com/flmath

Three options for HMH Technical Support:

Visit: [HMH Customer Care](#)

Call: 1-800-323-9239 (Press 3 for Rostering)

Email: techsupport@hnhco.com: Platform/Performance/Content Issues

usermaintenance-esd@hnhco.com: Rostering/SSO/Integration/Common Cartridge Issues

From: Jernigan, Kathy <Kathy.Jernigan@hnhco.com>
Sent: Wednesday, February 16, 2022 4:09 PM EST
To: Baumbach, Amber; Seeds, Cathy; Hamilton, Lauren
Subject: RE: 2021-2022 Math Instructional Materials Adoption List
Attachment(s): "image001.png"

Thank you so much for your quick response!

Sincerely,
Kathy

Kathy Jernigan
Senior Account Executive
South Region

Houghton Mifflin Harcourt
9400 Southpark Center Loop
Orlando, FL 32819
Mobile: 850.572.0792
hnhco.com/flmath

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Email: techsupport@hnhco.com: Platform/Performance/Content Issues
usermaintenance-esd@hnhco.com: Rostering/SSO/Integration/Common Cartridge Issues

From: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Sent: Wednesday, February 16, 2022 10:29 AM
To: Jernigan, Kathy <Kathy.Jernigan@hnhco.com>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Subject: RE: 2021-2022 Math Instructional Materials Adoption List

This message originated from outside your organization

Hi Kathy,

The Commissioner has final say on all adoption decisions and we do not have the adopted list out yet. It's usually published sometime in the spring. Sorry for the wait!

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
DOE email signature

From: Jernigan, Kathy <Kathy.Jernigan@hnhco.com>
Sent: Wednesday, February 16, 2022 10:21 AM
To: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>
Subject: 2021-2022 Math Instructional Materials Adoption List

Can you please update us as to when this list will be published? Any information that you can provide would be greatly appreciated. Thank you.

Sincerely,
Kathy

Kathy Jernigan
Senior Account Executive
South Region

Houghton Mifflin Harcourt
9400 Southpark Center Loop
Orlando, FL 32819
Mobile: 850.572.0792

hnhco.com/flmath

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Email: techsupport@hnhco.com: Platform/Performance/Content Issues
usermaintenance-esd@hnhco.com: Rostering/SSO/Integration/Common Cartridge Issues

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Friday, April 29, 2022 2:15 PM EDT
To: Diana Bauer
CC: Amanda McGee - Accelerate Learning; Baumbach, Amber; Seeds, Cathy
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List
Attachment(s): "image001.png"

Hi everyone,

As we are going through the changes, we noticed that the stories that had edits were reflected in both the grade 4 accelerated as well as the foundational skills 3-5. Can you please give some insight on why both courses contain the same stories? We just want to clarify that the same product is not being used for both courses. I do see in the spreadsheets that each link takes me to the correct course.

Thanks!
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Diana Bauer <dbauer@acceleratelearning.com>
Sent: Friday, April 29, 2022 10:54 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Richmond, James <James.Richmond@fldoe.org>
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

Great, thank you so much! We hope you all have a great weekend.

On Fri, Apr 29, 2022 at 9:51 AM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Thanks, Diana! Our team will review and reach out with next steps soon.

Please reach out if you have any questions or concerns.

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Diana Bauer <dbauer@acceleratelearning.com>
Sent: Friday, April 29, 2022 10:08 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Richmond, James <James.Richmond@fldoe.org>
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

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Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

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Thank you!

Accelerate Learning - Appeal
Thu, Apr 28, 2022 9:30 AM - 10:00 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.

<https://meet.goto.com/565152685>

You can also dial in using your phone.

United States (Toll Free): [1 866 899 4679](tel:18668994679)

United States: [+1 \(571\) 317-3116](tel:+15713173116)

Access Code: 565-152-685

Join from a video-conferencing room or system.

Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 565 152 685

Or dial directly: [565152685@67.217.95.2](tel:565152685) or 67.217.95.2##565152685

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

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My desk is 850-245-0882.

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Thanks for all the work and most likely extra hours you all have been putting in the last week!

-- Amanda

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Also, please advise if you believe you have proprietary materials of a nature that would prevent the department from disclosing them as public records. If so, please identify the grounds for that claim.

Lauren Hamilton
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Sent: Wednesday, April 20, 2022 4:27 PM
To: Diana Bauer <dbauer@acceleratelearning.com>
Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Hi Diana,

I hope all is well. Please give me a phone call tomorrow to discuss appeals. My Desk line is 850-245-0882.

Thanks!
Lauren

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850-245-0882 Office
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Sent: Monday, April 18, 2022 10:01 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

Ms. Hamilton,
Thank you for the information. Are you able to provide more information on why Accelerate Learning Inc's 4th Grade Accelerated course was not recommended? We have read the information regarding appeals, but we were interested in feedback regarding our fourth grade accelerated course.
Thank you for your time.
Take care,
Diana

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Good afternoon publishers,

The 2021-2022 Mathematics Instructional materials State Adopted list is now available on our webpage here: [2021-2022 K-12 Mathematics Adoption list \(fldoe.org\)](#)

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
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Florida Department of Education
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FDOE_Public Schools Signature (005)

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Amanda **MC GEE**
Senior Vice President, Curriculum Development and Production
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acceleratelearning.com

From: Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>
Sent: Tuesday, May 03, 2022 8:36 AM EDT
To: Amanda McGee - Accelerate Learning; Hamilton, Lauren
CC: Diana Bauer; Seeds, Cathy
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List
Attachment(s): "image001.png", "image002.png"

Hi Amanda,

We are pleased to announce that Accelerate's Grade 4 accelerated and Foundational Skills 3-5 courses are now adopted and added to our recommended list!

The list on our website has been updated to reflect the additions to the adopted list.

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

DOE email signature

From: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>
Sent: Friday, April 29, 2022 2:26 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Diana Bauer <dbauer@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

We looked specifically at content that both courses shared since these were the only two submissions that had issues.

Since there are overlapping standards and benchmarks in those two courses, there are going to be pieces of the lessons that overlap.

The products are different and reflect the standards and expectations of the two courses.

-- Amanda

On Fri, Apr 29, 2022 at 1:15 PM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Hi everyone,

As we are going through the changes, we noticed that the stories that had edits were reflected in both the grade 4 accelerated as well as the foundational skills 3-5. Can you please give some insight on why both courses contain the same stories? We just want to clarify that the same product is not being used for both courses. I do see in the spreadsheets that each link takes me to the correct course.

Thanks!
Lauren

Lauren Hamilton
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Bureau of Standards and Instructional Support
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Amanda **MCGEE**
Senior Vice President, Curriculum Development and Production
Accelerate Learning

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From: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>
Sent: Monday, April 25, 2022 9:50 AM EDT
To: Hamilton, Lauren; Seeds, Cathy
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List
Attachment(s): "image001.png"

Good morning Lauren/Kathy - I understand a meeting with HMH is supposed to be set up for later either later today, or perhaps Tuesday or Wednesday and that FLDOE staff was to reach out to HMH (I think me) to schedule. I just want to make sure that I have not missed anything. HMH is very anxious to schedule the meeting asap.

Thanks,
Tavi

Lataviance Taylor
Lead, Bids & Contracts Specialist
Business Desk, South Area

Houghton Mifflin Harcourt
9400 Southpark Center Loop
Orlando, FL 32819
Office: 407.345.2352
Fax: 407.352.1318
hnhco.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Wednesday, April 20, 2022 4:26 PM
To: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>
Cc: Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

This message originated from outside your organization

Hi Tavi,

Thank you so much for your inquiry. Attached is our initial findings from the review process of both standards alignment(full evaluations for materials attached) and any special topics findings. Only materials and standards that were rated at a 3-Fair or below, are of interest for the purpose of non-adoption. All findings are attached to this email and we welcome further conversation regarding these findings and ensuring all your materials are appropriate for Florida classrooms.

Also, please advise if you believe you have proprietary materials of a nature that would prevent the department from disclosing them as public records. If so, please identify the grounds for that claim.

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>
Sent: Monday, April 18, 2022 9:27 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Jacobson, Lisa <Lisa.Jacobson@hnhco.com>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Good morning Lauren - HMH would like to request copies of all reviewer reports for HMH programs reviewed for this math adoption.

Thank you,
Tavi

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Business Desk, South Area

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Orlando, FL 32819
Office: 407.345.2352
Fax: 407.352.1318
hmhco.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Friday, April 15, 2022 3:13 PM

Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

This message originated from outside your organization

If you wish to appeal any adoption decision, please see our policies and procedures document on our instructional materials website. [POLICIES AND PROCEDURES \(fldoe.org\)](http://POLICIES AND PROCEDURES (fldoe.org))

Thanks,
Lauren

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FDOE_Public Schools Signature (005)

From: Hamilton, Lauren

Sent: Friday, April 15, 2022 2:23 PM

Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon publishers,

The 2021-2022 Mathematics Instructional materials State Adopted list is now available on our webpage here: [2021-2022 K-12 Mathematics Adoption list \(fldoe.org\)](http://2021-2022 K-12 Mathematics Adoption list (fldoe.org))

Thanks,
Lauren

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Florida Department of Education
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Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>
Sent: Tuesday, April 26, 2022 1:27 PM EDT
To: Hamilton; Lauren
CC: Diana Bauer; Baumbach, Amber; Seeds, Cathy
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List
Attachment(s): "image001.png"

Following up on this Lauren. I know you all are swamped, but I also know these are time-sensitive things. Let me know if we need to do another call.

-- Amanda

On Fri, Apr 22, 2022 at 1:55 PM Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com> wrote:
Thank you so much for sending this so quickly! I have a few follow-up questions.

1 - Is there a way for us to get examples of what it looks like one reviewer found? We worked really hard (as I think is evidenced by being the only K-5 approved product) to follow the guidance we were given from the DOE every step of the way so it surprises me that someone found that we specifically mentioned culturally relevant teaching. Specific examples or even just pointing us to where they found it (scope/lesson) would be helpful. If we need to file an appeal to get all of that information then we will certainly understand and will do that.

2 - In regards to the proprietary materials, can you give me any more information on what is being requested? Of course, our content is our intellectual property, and we would not be ok with the whole program being given to someone.

Thanks for all the work and most likely extra hours you all have been putting in the last week!

-- Amanda

On Thu, Apr 21, 2022 at 10:39 AM Hamilton, Lauren <lauren.hamilton@fldoe.org> wrote:

Good morning,

Thank you for speaking with me this morning. As mentioned, attached is our initial findings from the review process of both standards alignment(full evaluations for materials attached) and any special topics findings. Only materials and standards that were rated at a 3-Fair or below, are of interest for the purpose of non-adoption. All findings are attached to this email and we welcome further conversation regarding these findings and ensuring all your materials are appropriate for Florida classrooms.

Also, please advise if you believe you have proprietary materials of a nature that would prevent the department from disclosing them as public records. If so, please identify the grounds for that claim.

Lauren Hamilton

Instructional Materials Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street, Suite 424

Tallahassee, FL 32399-0400

850-245-0882 Office

850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Hamilton, Lauren
Sent: Wednesday, April 20, 2022 4:27 PM
To: Diana Bauer <dbauer@acceleratelearning.com>
Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Hi Diana,

I hope all is well. Please give me a phone call tomorrow to discuss appeals. My Desk line is 850-245-0882.

Thanks!

Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Diana Bauer <dbauer@acceleratelearning.com>
Sent: Monday, April 18, 2022 10:01 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

Ms. Hamilton,

Thank you for the information. Are you able to provide more information on why Accelerate Learning Inc's 4th Grade Accelerated course was not recommended? We have read the information regarding appeals, but we were interested in feedback regarding our fourth grade accelerated course.

Thank you for your time.

Take care,
Diana

On Fri, Apr 15, 2022 at 1:23 PM Hamilton, Lauren <lauren.hamilton@fldoe.org> wrote:

Good afternoon publishers,

The 2021-2022 Mathematics Instructional materials State Adopted list is now available on our webpage here: [2021-2022 K-12 Mathematics Adoption list \(fldoe.org\)](#)

Thanks,
Lauren

Lauren Hamilton
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From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Wednesday, April 20, 2022 4:26 PM EDT
To: Taylor; Lataviance L
CC: Jacobson, Lisa; Seeds, Cathy; Baumbach, Amber; Rivers1, Angelia
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List
Attachment(s): "Bid 455- Grade 1.pdf", "Bid 459-Grade 5.pdf", "Bid 465- Grade 6 Accelerated.pdf", "HMH-Appeals K-12 Mathematics Adoption.xlsx", "image001.png"

Hi Tavi,

Thank you so much for your inquiry. Attached is our initial findings from the review process of both standards alignment (full evaluations for materials attached) and any special topics findings. Only materials and standards that were rated at a 3-Fair or below, are of interest for the purpose of non-adoption. All findings are attached to this email and we welcome further conversation regarding these findings and ensuring all your materials are appropriate for Florida classrooms.

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Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

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Thanks,
Lauren

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FDOE_Public Schools Signature (005)

From: Hamilton, Lauren

Sent: Friday, April 15, 2022 2:23 PM

Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: 21-22 Instructional Materials Mathematics State Adopted List

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Thanks,
Lauren

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850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

Reviewer's Name: Michelle Hoover

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: [Grade One Mathematics](#)

Bid ID: 455

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

4 - Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

Overall, the material presented is organized in a manner that provides easy and predictable usability for teachers and students. The student material provides access at majority of the benchmarks at an appropriate conceptual level for students. Earlier lessons within a concept elicit the use of models/manipulative, or provide visual aids that support learners in access the content. As students progress through out each lesson the complexity of questions increases. Students are also engaged in MTRs through purposefully placed pauses within the

text. A weakness to be aware of is over scaffolding within lessons through provided models or equation set ups. While some scaffolding may be necessary, the primary focus should be the student work and thinking, and not just filling in the blanks in the student work. The teacher material supports the learning through questioning and appropriate instructional strategies. Both resources clearly state the objectives and aligned benchmarks.

Standard	Description	Reviewer Rating	Rating Justification
MA.1.AR.1.1	Apply properties of addition to find a sum of three or more whole numbers.	5 - Very Good Alignment	Lessons on SE Pages 369-386 include representations with snap cubes and a ten frame. The numbers provided support doubles and make a ten strategies. All problems presented are within a sum of 20.
MA.1.AR.1.2	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	5 - Very Good Alignment	Multiple opportunities throughout the student work where students are provided context and must determine the operation through reasoning. For example, in Chapter 10, Lesson 6, students must interpret the context, select add or subtract and then record an number sentence to solve. Scenarios are represented with numbers, pictures and words.

MA.1.AR.2.1	Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.	4 - Good Alignment	Missed opportunities for format of $c = a + b$. Student work has no context and context examples of standard. Connections made to other models and strategies.
MA.1.AR.2.2	Determine and explain if equations involving addition or subtraction are true or false.	5 - Very Good Alignment	Items focus on true and false. There is a mix of operations being related on both sides of the question as well as opportunities for multiple addends.
MA.1.AR.2.3	Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.	4 - Good Alignment	Problem types vary according to the Situations Involving Operations with Numbers chart. There is a heavier focus on Result and Change unknown in contexts provided. Amble experiences to find missing numbers in any position in pre-written equations.
MA.1.DP.1.1	Collect data into categories and represent the results using tally marks or pictographs.	3 - Fair Alignment	Data sets do not include any examples of defining attributes of geometric figures to categorize.
MA.1.DP.1.2	Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories.	5 - Very Good Alignment	Problems used the data and scenarios to apply addition and subtraction.
MA.1.FR.1.1	Partition circles and rectangles into two and four equal-sized parts. Name the parts of the whole using appropriate language including halves or fourths.	5 - Very Good Alignment	Lessons use grade appropriate terms such as halves and fourths. There are

			various representations and orientations of circles and rectangles partitioned as examples and non examples.
MA.1.GR.1.1	Identify, compare and sort two- and three-dimensional figures based on their defining attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders.	4 - Good Alignment	Multiple opportunities to identify defining attributes, but limited opportunity to identify a figure based on given defining attributes
MA.1.GR.1.2	Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.	2 - Poor Alignment	The standard reads "Sketch two-dimensional figures when given defining attributes." There are limited examples of where this is evident. Only a few examples can be seen on page 542, questions 14-16. Here an attribute is given and students are asked to sketch the shape. (Ex. Meg draws a shape with 6 sides.)
MA.1.GR.1.3	Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.	5 - Very Good Alignment	Multiple lessons and examples for 2D and 3D shapes that involve composing, decomposing and identifying the geometric shapes involved. Lessons include examples of the use of 3D solid manipulatives and pattern blocks for students to access the concept.

MA.1.GR.1.4	<p>Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.</p>	<p>3 - Fair Alignment</p>	<p>While there are many examples of real-world objects for stand alone figures (balls, cones, cans, etc), there are only a few real-world examples of items with multiple identifiable geometric figures. One example that does align to the standard is question 9 on page 506. This requires students to identify the geometric figures in an ice cream cone. In most other examples, they are identifying the geometric figures in composed shapes, but they are not real-world objects, but rather just composed by two stacked images.</p>
MA.1.M.1.1	<p>Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.</p>	<p>5 - Very Good Alignment</p>	<p>Items align to the standard for estimation. Lessons prior to using a ruler use tiles to build understanding of counting units to measure. Rules presented in the text all start at zero.</p>
MA.1.M.1.2	<p>Compare and order the length of up to three objects using direct and indirect comparison.</p>	<p>5 - Very Good Alignment</p>	<p>Opportunities for 3 items compared directly and also for indirect comparison.</p>
MA.1.M.2.1	<p>Using analog and digital clocks, tell and write time in hours and half-hours.</p>	<p>4 - Good Alignment</p>	<p>Focus on time to the hour then half hour introduced with one-</p>

			handed clock. Lacks connections to partitioning circles in half for half hour.
MA.1.M.2.2	Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.	2 - Poor Alignment	Resource provides images of both sides of coins. Limited opportunity to simply identify coins by name or value without having to count combinations. No reference seen that related each coin to how many equal a dollar.
MA.1.M.2.3	Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to \$100. Use the ¢ and \$ symbols appropriately.	2 - Poor Alignment	The benchmark reads "Find the value of combinations of pennies, nickels and dimes up to one dollar." The resource has lessons that also include quarters with in collections which is beyond the benchmark. Examples include problem 2 on page 394 where there is a quarter image in a series of nickels and all counting collection questions in Chapter 9 Lesson 3. Sole lesson (Chapter 9 Lesson 6) on counting bills only has examples of collections of like bills.
MA.1.NSO.1.1	Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100.	4 - Good Alignment	Resources focus on counting sequences by 1s, 2, and 5s. Visual resources such as hundreds charts are provided. Attention to

			patterns is not called out within resources.
MA.1.NSO.1.2	Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.	2 - Poor Alignment	Majority of work has students representing numbers as tens and ones (Ex. 4 tens + 7 ones) with limited connections to expanded form (ex. 40+7). Students are not presented with word form and asked to relate it to the corresponding expanded or standard form.
MA.1.NSO.1.3	Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.	4 - Good Alignment	Chapter 2 Lesson 6 is the primary connection to this benchmark. It provides opportunities for students to think about the same number in two different ways flexibly. They are not provided any visual aids to assist their thinking in the print. Chapter 2 Lesson 3 connects ones to tens (ex. 30 ones = 3 tens)The remaining referenced lessons and student pages focus on composing and decomposing based solely on the place value of each digit, not in a flexible manner.
MA.1.NSO.1.4	Plot, order and compare whole numbers up to 100.	5 - Very Good Alignment	Builds connection between plotting on a number line and ordering.

MA.1.NSO.2.1	Recall addition facts with sums to 10 and related subtraction facts with automaticity.	4 - Good Alignment	Facts align to benchmark and fluency requirements.
MA.1.NSO.2.2	Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.	4 - Good Alignment	The relationship between addition and subtraction is more explicit in Chapter 10 lessons about related facts. Earlier chapters focus on adding and subtracting, but during instruction teachers would have to facilitate learning on efficiency using this relationship.
MA.1.NSO.2.3	Identify the number that is one more, one less, ten more and ten less than a given two-digit number.	5 - Very Good Alignment	Features include base ten clocks and hundred charts.
MA.1.NSO.2.4	Explore the addition of a two-digit number and a one-digit number with sums to 100.	4 - Good Alignment	Chapter 6 Lessons 10 and 11 include problems with a two-digit addended greater than 20 and varying representations including models, number lines and place value.
MA.1.NSO.2.5	Explore subtraction of a one-digit number from a two-digit number.	2 - Poor Alignment	All example problems have a minuend less than 20.
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. 	5 - Very Good Alignment	Students have opportunities to engage in open ended tasks that provide them time to grapple and preserve individually and collaboratively by responding in their own way and then sharing.

	<ul style="list-style-type: none"> Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 		
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. 	5 - Very Good Alignment	Various lessons include the use of tools such as base ten blocks and number lines, as well as visual models for students to access and represent problems. Lessons are sequences through the progression of concrete, representational then abstract.
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. 	5 - Very Good Alignment	Lessons correlate to the correct level of fluency to the benchmark. Example: Chapter 7 Lesson 3 students use strategies that support automaticity.

	<ul style="list-style-type: none"> Use feedback to improve efficiency when performing calculations. 		
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. 	5 - Very Good Alignment	<p>Lauch tasks such as the one one page 3 provides opportunities for discourse amongst students. There are also embedded discourse questions with the text such as the one one page 273.</p>
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. 	4 - Good Alignment	<p>Evidence of connections to patterns in math that hold true. Example pg. 261, students are asked to make connection to known fact to solve new problem.</p>

	<ul style="list-style-type: none"> Connect solutions of problems to more complicated large-scale situations. 		
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. 	3 - Fair Alignment	Missed opportunities for estimating solutions outside of the measurement unit.
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	5 - Very Good Alignment	Examples are real-world and applicable to students.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Students have opportunities to reference the task or their own work to explain and justify their work.

ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Text is written at an appropriate level for students to access.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	During embedded three reads, students are asked to make inferences based on the reading.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Active participation stems are embedded that promote students to explaining their thinking through discussion.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Students apply skill learned in Unpack and Draw and Model in independent practice of the materials.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Math Talk stems promote formal math language.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	TE supports ELL with multilingual entry points and mini "in the moment" tasks
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	TE supports ELL with multilingual entry points and mini "in the moment" tasks

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Most lessons aligned to state standards and the supporting documents. A few standards that were either addressed incorrectly or incomplete were

		MA.1.NSO.1.2 (lacking word form and minimal expanded form), MA.1.NSO.2.5 (no subtraction problems go beyond a minuend of 19), and MA.1.M.2.3 (combinations include quarters).
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Tasks allow students to interact with the math aligned to the benchmark. Students have opportunities to draw models, use tools and write equations throughout the text.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	The adaptive practice of Waggle meets students on their personalized path to develop concepts. The TE also provides resources for in the moment lesson shifts with Reteach and Enrich pages.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	The material, as seen on pages 67 and 68, provide students time to access on their own and with supports on the page to understand the content.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	At times there is too much support such as problems 1-4 on page 184 which can cause students to "fill in the blank" vs understand the content.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	At times there is too much support such as problems 1-4 on page 184 which can cause students to "fill in the blank" vs understand the content.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	Lessons are appropriate for a standard teaching block.

8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Content aligns to benchmarks and other BEST documents.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Content aligns to benchmarks and other BEST documents.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No noticed errors.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	No evidence of bias.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Models through the material were representative of common tools, manipulatives, resources and representations that are aligned to the benchmarks including, but not limited to: base ten blocks, snap cubes, counters, ten frames, hundred charts, equations, part/part/whole models, and bar models.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	No evidence of errors found.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Content aligns to benchmarks and other BEST documents.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Real-world problems that drive the lessons are appropriate and relevant throughout. .
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Real-world problems that drive the lessons are appropriate and relevant throughout. .
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Relevant context includes scenarios that students may experience at school (example page 213, Unlock the Problem)

		involving crayons. This allows all students to have access regardless of experiences.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	The material provides opportunities to connect science and social students through additional tasks provided in the TE. Example on TE page 439
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	The visual and contextual portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	The material portrays people and animals ethically.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Overall the content of the benchmarks are covered.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	The resources provide material for instruction and additional practice. The online student adaptive program supports this practice as well with limited additional prep.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	All components are aligned with one another.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Materials are organized in a consistent and easy to follow manner.

4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Narrative and visuals engage students
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Content is paces and organized in a way that makes it accessible to students.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	The aligned print and digital components allow for all students to access the materials.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	The material is easy to access and read for both teacher and student. Students are presented with appealing visual pages that also provide adequate work space.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	At the beginning of each lesson, teachers are provided a "Focusing on the Whole Student" section to motivate students to learn. These include topics such as self management as a learner (page 25B) and accessing prior knowledge (page 49B).
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	The materials address the big ideas as aligned with BEST
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	The TEs present clear objectives and connections for every unit (example. TE 49B) with correlating I Can statements on student pages (Example SE 49)

<p>4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.</p>	<p>4 - Good Alignment</p>	<p>Lessons are set up in a gradual release format after an open task. Students have examples to reference and problem increase in difficulty throughout lessons.</p>
<p>5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.</p>	<p>3 - Fair Alignment</p>	<p>The TE materials provide some resources for adaptations based on language support. The Chapter at a Glance (example TE 47A) provides guidance around intervention and enrichment. There is little support during the lesson for adaptation for adaptations due to various needs.</p>
<p>6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.</p>	<p>5 - Very Good Alignment</p>	<p>Tasks such as SE page 61 provide opportunities to mentally challenge students while still providing access to tools to solve.</p>
<p>7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.</p>	<p>4 - Good Alignment</p>	<p>Tasks and activities are aligned to learning objectives. The materials also provide for differentiated centers that align to skills.</p>
<p>8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.</p>	<p>5 - Very Good Alignment</p>	<p>Strategies align to the benchmarks taught.</p>
<p>9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.</p>	<p>5 - Very Good Alignment</p>	<p>Through the MTRs, instructional strategies are embedded through out the materials.</p>
<p>10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.</p>	<p>5 - Very Good Alignment</p>	<p>Summative assessments align to skills and strategies in the unit. (Example TE 106A)</p>
<p>11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.</p>	<p>4 - Good Alignment</p>	<p>Example (TE page 243) provides guidance based on learning objectives and student outcomes. There is not the same guidance for the summative assessment, but this</p>

		would be beneficial for teachers to respond to data.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	The material has applied the MTRs strategically throughout the lessons.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	The material incorporates multiple instructional teaching strategies as well as appropriate skills and strategies for students to access the content.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No evidence observed of CRT
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence observed of Culturally Responsive Teaching as it relates to CRT
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence observed of Social justice as it relates to CRT
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	No evidence observed of solicitation of SEL

noticed some errors within the materials (grammatical, wrong coins shown, etc) as listed in my justifications. I am only recommending these materials for adoption based on the score average, but would highly recommended editing of the materials.

Standard	Description	Reviewer Rating	Rating Justification
MA.1.AR.1.1	Apply properties of addition to find a sum of three or more whole numbers.	4 - Good Alignment	<p>The first four examples were good. They included problem types with addition of three or more whole numbers within 20. The SE p.471-476 was incredibly confusing and unnecessary for this standard. The diagram reminded me of part part whole and it would not be easy for children to discern that they were supposed to add across. There is no where for them to show their work, write an equation, or write a strategy to solve when students are supposed to be identifying facts to practice procedural reliability. There is also an error on problem 11 p.42... it is either grammatical or missing something. The wording was very confusing through the first grade lense.</p>

<p>MA.1.AR.1.2</p>	<p>Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.</p>	<p>4 - Good Alignment</p>	<p>Majority of the problems appear to follow the standard and the clarifications. I am, however, concerned about the placement in the book and the problem difficulty level. It seems that students are adding within 10 in Chapter 4. The textbook has them counting and filling in missing numbers to 120, as well as skip counting in chapter 1. That does not make sequential sense, as students need to explore numbers within 20 before expanding to 120. On SE p.203 there is also a problem where students add three numbers, which is not part of the standard.</p>
<p>MA.1.AR.2.1</p>	<p>Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.</p>	<p>5 - Very Good Alignment</p>	<p>The materials gave good instruction and practice on relating subtraction to addition within 20.</p>
<p>MA.1.AR.2.2</p>	<p>Determine and explain if equations involving addition or subtraction are true or false.</p>	<p>3 - Fair Alignment</p>	<p>Clarification 2 states: "Problem types are limited to an equation with no more than four terms." The Listen and Draw on p.477, #13 on p.480, and #7 on 481 contain 5 terms, which does not align to the standard and clarifications. Also, many problems</p>

			<p>focusing on matching like facts, but do not focus on the meaning of the equal sign. It is mentioned in the instruction, but does not appear the main goal as stated in clarification 1. This is a very challenging topic for first graders, and more practice that did not involve the balancing of equations (also not the standard), would be more appropriate. For example, #1-6 on p.481 does this well.</p>
<p>MA.1.AR.2.3</p>	<p>Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.</p>	<p>5 - Very Good Alignment</p>	<p>There is a lot of great practice that helps students understand missing addends and using related facts to solve. While I understand why #11-13 on p. 462 were included, I found it to be confusing for students. We want them to gain a deeper understanding of how numbers relate, not just a method to plug in numbers without any meaning added to it.</p>
<p>MA.1.DP.1.1</p>	<p>Collect data into categories and represent the results using tally marks or pictographs.</p>	<p>3 - Fair Alignment</p>	<p>Completely skips clarification #1 and does not relate the tally marks to skip counting by 5's. The opportunity is there to create those questions and connections, but it</p>

			<p>was not explicitly stated with the tally marks. I looked in the TE and could also not find any indication that the teacher was supposed to go over skip counting by 5's with tally marks. There is also nothing on defining attributes of geometric shapes as stated in clarification 1. For example students could tally how many shapes had 4 or more sides, as the color of the shapes in the included questions were not defining attributes of a shape. There is some good practice of reading and filling in pictographs and tally charts that do align.</p>
<p>MA.1.DP.1.2</p>	<p>Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories.</p>	<p>5 - Very Good Alignment</p>	<p>Great practice for interpreting data and calculating. I would recommend focusing on adding more addition problems.</p>
<p>MA.1.FR.1.1</p>	<p>Partition circles and rectangles into two and four equal-sized parts. Name the parts of the whole using appropriate language including halves or fourths.</p>	<p>4 - Good Alignment</p>	<p>The lessons are good, but they do not relate with each other until the chapter review. After learning halves and fourths, it would be great mixed practice for students to identify which is which. Also, p.569 is confusing because the triangle shown in the question is not the</p>

			type of triangle they will draw. That is very confusing for first graders.
MA.1.GR.1.1	Identify, compare and sort two- and three-dimensional figures based on their defining attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders.	2 - Poor Alignment	The mark is missed on defining attributes of 3d shapes. Only informal language is used (flat and curved), and is missing critical academic vocabulary as mentioned in the clarifications (edges and faces). Instead of curved not curved, focus on the academic language of these 3d shapes have (or do not have) faces or edges. The 2d shapes had better practice and vocabulary. Also, on p.533 of the SE I saw nothing that described open and closed shapes to students. I can only assume that was what was to be done there? It was not in the directions for the teacher at the bottom either.
MA.1.GR.1.2	Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.	2 - Poor Alignment	P.521-526 do not align with the standard at all. It is only 2d shapes based on their attributes, not the attributes of a 3D shape. P.539-544 does a better job, however the problems needs to include more types like #14-16, as students are supposed to draw a figure based

			on the attributes, not draw a figure and then list the attributes.
MA.1.GR.1.3	Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.	3 - Fair Alignment	Chapter 12 Lesson 5 uses fourths instead of semi-circles as described in the standard and the clarifications. There are some good examples of composing and decomposing 2d and 3d shapes, however it is lacking the much needed vocabulary. It only shows the pictures, but never uses or at least includes words to help students make the connection between the shape and its name. This is a critical foundational skill for young students. I notice a lot of the problems are written for students to be able to independently read, but the expectation for first graders does not include the ability to read every problem. They really need this vocabulary as it is used in the standards.
MA.1.GR.1.4	Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.	5 - Very Good Alignment	There were good examples and practice for 2d and 3d shapes.

<p>MA.1.M.1.1</p>	<p>Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.</p>	<p>2 - Poor Alignment</p>	<p>The clarifications were clear that students would be estimating with inches. Chapter 14 Lesson 3 focuses on estimating with centimeters, which is not part of the standard. There was also a heavy emphasis in using a tile and unit cube to measure instead of a ruler at first. Non standard units of measurement are not covered in this standard. There were some appropriate items like measuring from 0 in inches and centimeters with real world objects, but overall the lessons do not fully match the standard MA.1.M.1.1. accurately.</p>
<p>MA.1.M.1.2</p>	<p>Compare and order the length of up to three objects using direct and indirect comparison.</p>	<p>2 - Poor Alignment</p>	<p>Chapter 14 Lesson 3 does not align as it discusses estimating measurement instead of comparing objects in specific units. Chapter 14 Lesson 5 was okay, but lacked a lot of visuals that students need when comparing lengths. There were a lot of problems where they draw the picture instead of having them select and/or order objects by length or unit of measure. Number 14 on p.622 also has students draw</p>

			4 objects when the clarification explicitly states it will only be up to 3 objects compared.
MA.1.M.2.1	Using analog and digital clocks, tell and write time in hours and half-hours.	2 - Poor Alignment	There is no discussion or use of the vocabulary for digital and analog. The missing minute hand is not a realistic representation of an actual clock. Students need to see where the minute hand is to be considered o'clock. Same with "half past". There is no mention partition of circles in clarification 2.
MA.1.M.2.2	Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.	1 - Very Poor/No Alignment	The materials focus more on the counting of coins as stated in MA.1.M.2.3 instead of the identification of coins as described in standard MA.1.M.2.2. #2 on SE #394 also has a major error of using a quarter instead of a nickel in the problem. I also find it confusing that they introduce coins that are not typically circulated (the Lewis and Clark nickel) on the first page. While it is important for students to see the different types of coins, the focus of this standard is identification, and there was barely an introduction into the

			original nickel. The materials really lack on explicit identification of coins, which is critical for students that are more used to digital currency than physical currency. There is nothing that discusses how many of each coin makes up a dollar or even how many cents are in a dollar bill. Another critical piece of this standard missed.
MA.1.M.2.3	Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to \$100. Use the ¢ and \$ symbols appropriately.	2 - Poor Alignment	Please read the clarifications for this standard. The materials provided majority of the practice counting groups of coins with quarters or counting groups of just quarters, which is not part of the standard. Please only include pennies, nickels, and dimes. Also, there was a lack of focus on the skip counting strategies to count coins.
MA.1.NSO.1.1	Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100.	4 - Good Alignment	There is a lot of good practice counting by 1s forwards and backwards and skip counting. The problem is, which counting backwards, students are being taught the 100s chart which only goes forward. Having

			<p>them count backwards in the same direction that they are counting on is very confusing. I would recommend you put the largest number at the end (on the right) that they are counting back from (to the left). This also goes with a reading skill or reading in order from left to right. It would make sense to them that backwards is from right to left. Also, the hundreds chart is not helpful if they are only using it within 20. It is helpful to have random holes for them to fill as practice.</p>
<p>MA.1.NSO.1.2</p>	<p>Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.</p>	<p>3 - Fair Alignment</p>	<p>Most of the examples for expanded form was based on __tens+__ones when it should be the actual number made by the tens plus the ones (for example 70+5). This is all outlined in the clarifications of the standard. Also, word form beyond 19 and multiples of ten (i.e. fifty) are never discussed and the standard states that students must be able to read numbers in word for from 1-100 (not write/spell, just read and identify). The representation with the ten frames and the ten rods/ones were</p>

			<p>great representation. The way expanded form is written just needs to be changed based on the clarification. That is more based on standard MA.1.NSO.1.1.</p>
<p>MA.1.NSO.1.3</p>	<p>Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.</p>	<p>4 - Good Alignment</p>	<p>This is done well. There is a lot of practice for students to write _tens and _ones. There is some practice to write a number in multiple ways with tens and ones, but not a lot of explicit instruction or guidance in the TE to help students generate ideas.</p>
<p>MA.1.NSO.1.4</p>	<p>Plot, order and compare whole numbers up to 100.</p>	<p>4 - Good Alignment</p>	<p>p.122 #1-4, the lines where students complete the sentence is confusing. They need to include a word bank or something so students know what they are doing on that line. There are good comparing problems, problems to arrange numbers in sequential order, and problems for plotting numbers. The problem I have is the lack of visible examples for students available. It is also helpful for students using the materials at home to have examples so that</p>

			parents can better support their students.
MA.1.NSO.2.1	Recall addition facts with sums to 10 and related subtraction facts with automaticity.	5 - Very Good Alignment	This was actually done very well. Choosing problems that causes students to use the communitive property of addition, as well as making a ten to add, really helps with their procedural reliability, which leads to automatic fact fluency.
MA.1.NSO.2.2	Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.	4 - Good Alignment	p.156 #9-11 is very confusing and does not help with procedural reliability since students have to interpret shapes to find out the numbers. However, there is a lot of good practice that allows students to use the communitive property, related facts, etc in order to problem solve. I would include more word problems to help cover this standard to increase rigor and real world application since the focus is procedural reliability and not automatic recall of those specific facts.
MA.1.NSO.2.3	Identify the number that is one more, one less, ten more and ten less than a given two-digit number.	5 - Very Good Alignment	This followed the standard and clarifications of ten more and ten less. I would suggest more practice for ten more,

			ten less, as skip counting by tens from 0 is technically not what is being called for in the standard.
MA.1.NSO.2.4	Explore the addition of a two-digit number and a one-digit number with sums to 100.	3 - Fair Alignment	Examples from p.279-296 were not rigorous enough to cover this standard, as most were two single digit numbers. The SE p.303-308 did a much better job covering this material, however there was not enough practice for this type of standard. There needs to be more opportunities to explore with the various strategies.
MA.1.NSO.2.5	Explore subtraction of a one-digit number from a two-digit number.	2 - Poor Alignment	The two digit numbers in the problems did not go beyond 20. The clarification even give the example of 37, showing that it is expected for students to subtract single digits from numbers greater than 20.
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. 	4 - Good Alignment	There are a few activities available for students to work independently or to discuss as a class (i.e. Math on the Spot, Math Talk, "For the Teacher" problems, etc). While these problems are good, there is a bit missing on an engaging class discussion. The

	<ul style="list-style-type: none"> Help and support each other when attempting a new method or approach. 		teacher could facilitate these discussions with some ideas listed in the TE, but the amount of questions on this MTR is limited.
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. 	5 - Very Good Alignment	This was done very well throughout the HMH materials. Many problems were presented in a variety of ways, allowing for students to practice various strategies. There were problems given that encouraged the use of manipulatives, drawing, etc.
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. 	5 - Very Good Alignment	HMH materials contained a number of tasks that allowed for the practice of mathematical fluency. There were many opportunities for students to practice a variety of strategies to determine the best way (or a different way) to solve a problem.

	<ul style="list-style-type: none"> Use feedback to improve efficiency when performing calculations. 		
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. 	4 - Good Alignment	<p>There are a variety of opportunities for students to share and talk with one another about their mathematical thinking and processes. I do believe there could be more rigor within the embedded questions listed in the student text. For example, on p. 569 it just asks a yes or no question and says for students to explain. It needs to go a little deeper into discussing the differences and similarities between student thinking.</p>
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. 	4 - Good Alignment	<p>This was done well in the HMH materials. In some of the examples of materials listed, a bit more rigor could be added to connecting relationships. Ideas were kept more isolated on some topics instead of building off of each other.</p>

	<ul style="list-style-type: none"> Connect solutions of problems to more complicated large-scale situations. 		
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. 	5 - Very Good Alignment	The related facts did a great job of showing justification.
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	5 - Very Good Alignment	There multiple opportunities for students to apply math problems to real world contexts.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Students are allowed to explain evidence in their oral explanations of problems. However, to better incorporate this ELA standard, I would recommend

			addressing this skill during word problems. Also, by allowing students to provide a written response, as in first grade the clarification explains that students will not only do this orally, but will start to write their justifications with support as well.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Many of the problems in the HMH curriculum are written in student friendly language.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	This was done very well in the shapes unit. While I disagree with some of the vocabulary terms used as described in previous justifications (i.e. saying flat surface instead of faces), the strategies used really help with inferencing. There were also items in the TE that supported this ELA standard as well.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	There are a good opportunities for practicing explaining thinking with students. I would suggest even more opportunities for student sharing and collaboration, but the ones provided followed the ELA standard.

ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	There were ample opportunities to practice a variety of strategies in the materials.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Academic language was taught throughout the lessons and students were given opportunities to share using this language, or to justify in more social terms. The Write Math sections also allowed opportunities to practice this ELA skill.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	There is a section for multilingual support in the TE.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	The multilingual section discussed using more social terms to help incorporate new academic skills and language taught.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	3 - Fair Alignment	As mentioned in standards' comments and justifications, some things aligned well and some did not. It looks as if the writer did not access the clarifications of the standards.

<p>2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.</p>	<p>3 - Fair Alignment</p>	<p>Some items lacked rigor (for example, some of the addition and subtraction problems were too simple) and some were more challenging than the clarifications explained (for example adding quarters for the money unit was not part of the benchmark).</p>
<p>3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.</p>	<p>2 - Poor Alignment</p>	<p>In its current state, the materials would just be very supplemental. The scope and sequence does not seem appropriate, and some of the benchmarks do not follow clarification guidelines. In my own first grade classroom, a lot of the materials would need to be altered to better fit the standards, edited due to errors, have numbers changed due to lack of rigor, or materials omitted due to not aligning with standard clarifications.</p>
<p>4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.</p>	<p>3 - Fair Alignment</p>	<p>Some topics (such as coin identification) are glazed over, while others go into sufficient detail about topics.</p>
<p>5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.</p>	<p>2 - Poor Alignment</p>	<p>No, see previous justifications about not following the clarifications of standards.</p>
<p>6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.</p>	<p>3 - Fair Alignment</p>	<p>See comments above. The materials do not always reflect the clarifications.</p>
<p>7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.</p>	<p>3 - Fair Alignment</p>	<p>Sometimes more time was spent on a simple topic (i.e. adding to 10 or 20) and not enough time was spent on other topics.</p>

Reviewer's Name: Brooke Erdman

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: [Grade One Mathematics](#)

Bid ID: 455

Final Recommendation

<p>Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?</p>	<p>Yes</p>
<p>How would you rate the overall usability of the instructional material?</p>	<p>3 - Fair Alignment</p>
<p>Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.</p>	<p>As a first grade teacher myself that has gone through a rigorous overview of the new Florida BEST Standards, I would not feel like I could utilize these materials cover to cover. The materials, while mostly comprehensive, do not take into account many of the clarifications listed. It appears as though the standards were just read and materials were based solely on that. The materials are student friendly, and the TE is easy to follow and read. I do not agree with the scope and sequence of the materials, as previously mentioned in my justifications. I also</p>

8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	The sources reflected expert knowledge of the content.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	While the sources showed expertise in mathematics, there seemed to be a need for more knowledge of foundational primary instruction, as well as the new standards and their clarifications.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	2 - Poor Alignment	There were some major errors as previously described in the justifications. There needs to be some proofing done throughout the materials.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	No bias noted.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Yes, the content was representative of the materials.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	3 - Fair Alignment	There were some errors that need to be addressed, as mentioned in previous justifications.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	2 - Poor Alignment	The clarifications of the new standards needs to be reviewed by the writers.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	2 - Poor Alignment	I would recommend that the materials' writers review the new standard clarifications to correctly align the materials to the current standards.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Yes, the materials were visually appealing and relevant for students.

17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Yes, the word problems and content were meaningful to students.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Yes, there were ELA connections within the materials.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	Yes, while not many students were portrayed, the names and few visuals in the materials represented multiple ethnic groups. There was no bias noted.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	No issues noted.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	The clarifications of the standards really need to be reviewed by the writers.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	There are a number of good resources available for students and teachers within the consumables and online resources. There are additional materials available to teachers to help learners that need more assistance or intervention.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Yes, it aligns with other components.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	2 - Poor Alignment	I do not agree with the scope and sequence of the materials. It does not make logical sense with the new standards to present numbers 1-120 before

		having students add and subtract within 10. Students really need to explore facts within 20 before moving to numbers beyond 20. Counting to (on and from numbers within) 120 is more challenging to students than adding within 10 and 20. Also, greater than/less than (the words) should be introduced before the symbols, not together. There are many small instances like this throughout the materials where it could be organized better to fit the foundational needs of younger students.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Yes, the materials are visually engaging and easy to understand as a whole.
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	This is usually done well. There are a few instances where too much time was spent on less rigorous items and not enough time was spent on more other standards (see previous justifications).
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	Captions are available, it is compatible with assistive technology, etc.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Overall, the presentation is good. The scope and sequence of items really does need to be reviewed to help students learning foundational mathematics.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	The student consumables are laid out to engage young students. There are some online components that can also engage students. I do think more colorful pictures could be used throughout to help students especially with word problems.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Yes, the materials go through the standards based on main ideas and themes. I still recommend the writers review the clarifications to make sure the materials are teaching the correct points of standards and topics.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Yes, the materials are clear and the outcomes are clear as well.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	Yes, the TE also gives points for the teacher to cover.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Yes, many of the topics covered present a variety of strategies for students to try. Materials appear to be easily adaptable to meet the needs of struggling learners, as the TE has options for students needing interventions.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	There are multiple opportunities for students to engage mentally, as well as physically with manipulatives.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	The activities were good, however some discussions lacked rigor and deeper thinking. See previous justifications for examples.

<p>8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.</p>	<p>5 - Very Good Alignment</p>	<p>There are multiple strategies listed that can help young learners grasp foundational concepts (for example using base ten blocks for adding and subtracting, not the standard algorithm).</p>
<p>9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.</p>	<p>3 - Fair Alignment</p>	<p>Most of the strategies are good, however, some important connections are missing with some standards due to the clarifications of standards not being fully incorporated. For example, in the unit with coins, there was no emphasis on skip counting in order to count coins.</p>
<p>10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.</p>	<p>4 - Good Alignment</p>	<p>The assessments shown in the TEs aligned to what the materials covered. The loss of one point was because of the materials not aligning completely with learning outcomes in regards to the standards.</p>
<p>11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.</p>	<p>3 - Fair Alignment</p>	<p>As stated above, the assessments are effective with the materials presented, but do not fully align with the standards based on clarifications.</p>
<p>12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.</p>	<p>5 - Very Good Alignment</p>	<p>Yes, the UDL covers materials that consider all students' needs.</p>
<p>13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?</p>	<p>4 - Good Alignment</p>	<p>Yes, the materials cover ELA expectations and majority of the MTRs with either good or very good alignment.</p>
<p>14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)</p>	<p>4 - Good Alignment</p>	<p>Overall the submission does a good job to support learning requirements. Edits to align</p>

		materials to follow instructional standards' clarifications is needed.
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Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	There was no evidence of CRT in the materials.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	There was no evidence that Culturally Responsive Teaching was discussed in the materials.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Yes, it omits Social Justice.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	There is no solicitation of SEL.

Reviewer's Name: Michelle Hoover

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

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Grade Level: K-5

Course: [Grade One Mathematics](#)

Bid ID: 455

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

4 - Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

Overall, the material presented is organized in a manner that provides easy and predictable usability for teachers and students. The student material provides access at majority of the benchmarks at an appropriate conceptual level for students. Earlier lessons within a concept elicit the use of models/manipulative, or provide visual aids that support learners in access the content. As students progress through out each lesson the complexity of questions increases. Students are also engaged in MTRs through purposefully placed pauses within the

text. A weakness to be aware of is over scaffolding within lessons through provided models or equation set ups. While some scaffolding may be necessary, the primary focus should be the student work and thinking, and not just filling in the blanks in the student work. The teacher material supports the learning through questioning and appropriate instructional strategies. Both resources clearly state the objectives and aligned benchmarks.

Standard	Description	Reviewer Rating	Rating Justification
MA.1.AR.1.1	Apply properties of addition to find a sum of three or more whole numbers.	5 - Very Good Alignment	Lessons on SE Pages 369-386 include representations with snap cubes and a ten frame. The numbers provided support doubles and make a ten strategies. All problems presented are within a sum of 20.
MA.1.AR.1.2	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	5 - Very Good Alignment	Multiple opportunities throughout the student work where students are provided context and must determine the operation through reasoning. For example, in Chapter 10, Lesson 6, students must interpret the context, select add or subtract and then record an number sentence to solve. Scenarios are represented with numbers, pictures and words.

MA.1.AR.2.1	Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.	4 - Good Alignment	Missed opportunities for format of $c = a + b$. Student work has no context and context examples of standard. Connections made to other models and strategies.
MA.1.AR.2.2	Determine and explain if equations involving addition or subtraction are true or false.	5 - Very Good Alignment	Items focus on true and false. There is a mix of operations being related on both sides of the question as well as opportunities for multiple addends.
MA.1.AR.2.3	Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.	4 - Good Alignment	Problem types vary according to the Situations Involving Operations with Numbers chart. There is a heavier focus on Result and Change unknown in contexts provided. Ample experiences to find missing numbers in any position in pre-written equations.
MA.1.DP.1.1	Collect data into categories and represent the results using tally marks or pictographs.	3 - Fair Alignment	Data sets do not include any examples of defining attributes of geometric figures to categorize.
MA.1.DP.1.2	Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories.	5 - Very Good Alignment	Problems used the data and scenarios to apply addition and subtraction.
MA.1.FR.1.1	Partition circles and rectangles into two and four equal-sized parts. Name the parts of the whole using appropriate language including halves or fourths.	5 - Very Good Alignment	Lessons use grade appropriate terms such as halves and fourths. There are

			various representations and orientations of circles and rectangles partitioned as examples and non examples.
MA.1.GR.1.1	Identify, compare and sort two- and three-dimensional figures based on their defining attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders.	4 - Good Alignment	Multiple opportunities to identify defining attributes, but limited opportunity to identify a figure based on given defining attributes
MA.1.GR.1.2	Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.	2 - Poor Alignment	The standard reads "Sketch two-dimensional figures when given defining attributes." There are limited examples of where this is evident. Only a few examples can be seen on page 542, questions 14-16. Here an attribute is given and students are asked to sketch the shape. (Ex. Meg draws a shape with 6 sides.)
MA.1.GR.1.3	Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.	5 - Very Good Alignment	Multiple lessons and examples for 2D and 3D shapes that involve composing, decomposing and identifying the geometric shapes involved. Lessons include examples of the use of 3D solid manipulatives and pattern blocks for students to access the concept.

<p>MA.1.GR.1.4</p>	<p>Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.</p>	<p>3 - Fair Alignment</p>	<p>While there are many examples of real-world objects for stand alone figures (balls, cones, cans, etc), there are only a few real-world examples of items with multiple identifiable geometric figures. One example that does align to the standard is question 9 on page 506. This requires students to identify the geometric figures in an ice cream cone. In most other examples, they are identifying the geometric figures in composed shapes, but they are not real-world objects, but rather just composed by two stacked images.</p>
<p>MA.1.M.1.1</p>	<p>Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.</p>	<p>5 - Very Good Alignment</p>	<p>Items align to the standard for estimation. Lessons prior to using a ruler use tiles to build understanding of counting units to measure. Rules presented in the text all start at zero.</p>
<p>MA.1.M.1.2</p>	<p>Compare and order the length of up to three objects using direct and indirect comparison.</p>	<p>5 - Very Good Alignment</p>	<p>Opportunities for 3 items compared directly and also for indirect comparison.</p>
<p>MA.1.M.2.1</p>	<p>Using analog and digital clocks, tell and write time in hours and half-hours.</p>	<p>4 - Good Alignment</p>	<p>Focus on time to the hour then half hour introduced with one-</p>

			handed clock. Lacks connections to partitioning circles in half for half hour.
MA.1.M.2.2	Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.	2 - Poor Alignment	Resource provides images of both sides of coins. Limited opportunity to simply identify coins by name or value without having to count combinations. No reference seen that related each coin to how many equal a dollar.
MA.1.M.2.3	Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to \$100. Use the ¢ and \$ symbols appropriately.	2 - Poor Alignment	The benchmark reads "Find the value of combinations of pennies, nickels and dimes up to one dollar." The resource has lessons that also include quarters with in collections which is beyond the benchmark. Examples include problem 2 on page 394 where there is a quarter image in a series of nickels and all counting collection questions in Chapter 9 Lesson 3. Sole lesson (Chapter 9 Lesson 6) on counting bills only has examples of collections of like bills.
MA.1.NSO.1.1	Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100.	4 - Good Alignment	Resources focus on counting sequences by 1s, 2, and 5s. Visual resources such as hundreds charts are provided. Attention to

			patterns is not called out within resources.
MA.1.NSO.1.2	Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.	2 - Poor Alignment	Majority of work has students representing numbers as tens and ones (Ex. 4 tens + 7 ones) with limited connections to expanded form (ex. 40+7). Students are not presented with word form and asked to relate it to the corresponding expanded or standard form.
MA.1.NSO.1.3	Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.	4 - Good Alignment	Chapter 2 Lesson 6 is the primary connection to this benchmark. It provides opportunities for students to think about the same number in two different ways flexibly. They are not provided any visual aids to assist their thinking in the print. Chapter 2 Lesson 3 connects ones to tens (ex. 30 ones = 3 tens)The remaining referenced lessons and student pages focus on composing and decomposing based solely on the place value of each digit, not in a flexible manner.
MA.1.NSO.1.4	Plot, order and compare whole numbers up to 100.	5 - Very Good Alignment	Builds connection between plotting on a number line and ordering.

MA.1.NSO.2.1	Recall addition facts with sums to 10 and related subtraction facts with automaticity.	4 - Good Alignment	Facts align to benchmark and fluency requirements.
MA.1.NSO.2.2	Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.	4 - Good Alignment	The relationship between addition and subtraction is more explicit in Chapter 10 lessons about related facts. Earlier chapters focus on adding and subtracting, but during instruction teachers would have to facilitate learning on efficiency using this relationship.
MA.1.NSO.2.3	Identify the number that is one more, one less, ten more and ten less than a given two-digit number.	5 - Very Good Alignment	Features include base ten clocks and hundred charts.
MA.1.NSO.2.4	Explore the addition of a two-digit number and a one-digit number with sums to 100.	4 - Good Alignment	Chapter 6 Lessons 10 and 11 include problems with a two-digit addended greater than 20 and varying representations including models, number lines and place value.
MA.1.NSO.2.5	Explore subtraction of a one-digit number from a two-digit number.	2 - Poor Alignment	All example problems have a minuend less than 20.
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. 	5 - Very Good Alignment	Students have opportunities to engage in open ended tasks that provide them time to grapple and preserve individually and collaboratively by responding in their own way and then sharing.

	<ul style="list-style-type: none"> • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. 		
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 	<p>5 - Very Good Alignment</p>	<p>Various lessons include the use of tools such as base ten blocks and number lines, as well as visual models for students to access and represent problems. Lessons are sequences through the progression of concrete, representational then abstract.</p>
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. 	<p>5 - Very Good Alignment</p>	<p>Lessons correlate to the correct level of fluency to the benchmark. Example: Chapter 7 Lesson 3 students use strategies that support automaticity.</p>

	<ul style="list-style-type: none"> • Use feedback to improve efficiency when performing calculations. 		
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	5 - Very Good Alignment	<p>Lauch tasks such as the one one page 3 provides opportunities for discourse amongst students. There are also embedded discourse questions with the text such as the one one page 273.</p>
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. 	4 - Good Alignment	<p>Evidence of connections to patterns in math that hold true. Example pg. 261, students are asked to make connection to known fact to solve new problem.</p>

	<ul style="list-style-type: none"> Connect solutions of problems to more complicated large-scale situations. 		
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. 	3 - Fair Alignment	Missed opportunities for estimating solutions outside of the measurement unit.
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	5 - Very Good Alignment	Examples are real-world and applicable to students.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Students have opportunities to reference the task or their own work to explain and justify their work.

ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Text is written at an appropriate level for students to access.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	During embedded three reads, students are asked to make inferences based on the reading.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Active participation stems are embedded that promote students to explaining their thinking through discussion.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Students apply skill learned in Unpack and Draw and Model in independent practice of the materials.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Math Talk stems promote formal math language.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	TE supports ELL with multilingual entry points and mini "in the moment" tasks
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	TE supports ELL with multilingual entry points and mini "in the moment" tasks

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Most lessons aligned to state standards and the supporting documents. A few standards that were either addressed incorrectly or incomplete were

		MA.1.NSO.1.2 (lacking word form and minimal expanded form), MA.1.NSO.2.5 (no subtraction problems go beyond a minuend of 19), and MA.1.M.2.3 (combinations include quarters).
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Tasks allow students to interact with the math aligned to the benchmark. Students have opportunities to draw models, use tools and write equations throughout the text.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	The adaptive practice of Waggle meets students on their personalized path to develop concepts. The TE also provides resources for in the moment lesson shifts with Reteach and Enrich pages.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	The material, as seen on pages 67 and 68, provide students time to access on their own and with supports on the page to understand the content.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	At times there is too much support such as problems 1-4 on page 184 which can cause students to "fill in the blank" vs understand the content.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	At times there is too much support such as problems 1-4 on page 184 which can cause students to "fill in the blank" vs understand the content.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	Lessons are appropriate for a standard teaching block.

8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Content aligns to benchmarks and other BEST documents.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Content aligns to benchmarks and other BEST documents.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No noticed errors.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	No evidence of bias.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Models through the material were representative of common tools, manipulatives, resources and representations that are aligned to the benchmarks including, but not limited to: base ten blocks, snap cubes, counters, ten frames, hundred charts, equations, part/part/whole models, and bar models.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	No evidence of errors found.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Content aligns to benchmarks and other BEST documents.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Real-world problems that drive the lessons are appropriate and relevant throughout. .
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Real-world problems that drive the lessons are appropriate and relevant throughout. .
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Relevant context includes scenarios that students may experience at school (example page 213, Unlock the Problem)

		involving crayons. This allows all students to have access regardless of experiences.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	The material provides opportunities to connect science and social students through additional tasks provided in the TE. Example on TE page 439
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	The visual and contextual portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	The material portrays people and animals ethically.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Overall the content of the benchmarks are covered.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	The resources provide material for instruction and additional practice. The online student adaptive program supports this practice as well with limited additional prep.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	All components are aligned with one another.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Materials are organized in a consistent and easy to follow manner.

4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Narrative and visuals engage students
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Content is paces and organized in a way that makes it accessible to students.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	The aligned print and digital components allow for all students to access the materials.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	The material is easy to access and read for both teacher and student. Students are presented with appealing visual pages that also provide adequate work space.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	At the beginning of each lesson, teachers are provided a "Focusing on the Whole Student" section to motivate students to learn. These include topics such as self management as a learner (page 25B) and accessing prior knowledge (page 49B).
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	The materials address the big ideas as aligned with BEST
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	The TEs present clear objectives and connections for every unit (example. TE 49B) with correlating I Can statements on student pages (Example SE 49)

<p>4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.</p>	<p>4 - Good Alignment</p>	<p>Lessons are set up in a gradual release format after an open task. Students have examples to reference and problem increase in difficulty throughout lessons.</p>
<p>5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.</p>	<p>3 - Fair Alignment</p>	<p>The TE materials provide some resources for adaptations based on language support. The Chapter at a Glance (example TE 47A) provides guidance around intervention and enrichment. There is little support during the lesson for adaptation for adaptations due to various needs.</p>
<p>6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.</p>	<p>5 - Very Good Alignment</p>	<p>Tasks such as SE page 61 provide opportunities to mentally challenge students while still providing access to tools to solve.</p>
<p>7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.</p>	<p>4 - Good Alignment</p>	<p>Tasks and activities are aligned to learning objectives. The materials also provide for differentiated centers that align to skills.</p>
<p>8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.</p>	<p>5 - Very Good Alignment</p>	<p>Strategies align to the benchmarks taught.</p>
<p>9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.</p>	<p>5 - Very Good Alignment</p>	<p>Through the MTRs, instructional strategies are embedded through out the materials.</p>
<p>10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.</p>	<p>5 - Very Good Alignment</p>	<p>Summative assessments align to skills and strategies in the unit. (Example TE 106A)</p>
<p>11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.</p>	<p>4 - Good Alignment</p>	<p>Example (TE page 243) provides guidance based on learning objectives and student outcomes. There is not the same guidance for the summative assessment, but this</p>

		would be beneficial for teachers to respond to data.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	The material has applied the MTRs strategically throughout the lessons.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	The material incorporates multiple instructional teaching strategies as well as appropriate skills and strategies for students to access the content.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No evidence observed of CRT
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence observed of Culturally Responsive Teaching as it relates to CRT
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence observed of Social justice as it relates to CRT
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	No evidence observed of solicitation of SEL

Reviewer's Name: Lisa Figueroa

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: [Grade Five Mathematics](#)

Bid ID: 459

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

No

How would you rate the overall usability of the instructional material?

2 - Poor Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

The GoMath series does not look like it has been updated to meet our new standards. It looks like the old GoMath lessons. It seems like editors tried to categorize the old lessons to align with the BEST standards. The geometrical reasoning section has portions that, although interesting, are inconsistent with the rest of the text ("connection to reading" and "connection to science"). The teacher edition doesn't offer much in the way of varying lesson ideas, or suggestions on what else to try to help students understand concepts. A few of the lessons do not

align with 5th grade standards. Many of the lessons claim to address all of the MTR's, but that is not accurate; the language of the MTRs should be prevalent throughout the student text. This is not a series that I would want as a resource for engaging my students in the new BEST standards.

Standard	Description	Reviewer Rating	Rating Justification
MA.5.AR.1.1	Solve multi-step real-world problems involving any combination of the four operations with whole numbers, including problems in which remainders must be interpreted within the context.	5 - Very Good Alignment	good opportunities for multi-operations
MA.5.AR.1.2	Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.	5 - Very Good Alignment	multiple opportunities for practice with fraction word problems
MA.5.AR.1.3	Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.	5 - Very Good Alignment	models with real-world problems
MA.5.AR.2.1	Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions.	5 - Very Good Alignment	no nesting; keeping within parameters given in clarifications
MA.5.AR.2.2	Evaluate multi-step numerical expressions using order of operations.	5 - Very Good Alignment	no nesting, no exponents
MA.5.AR.2.3	Determine and explain whether an equation involving any of the four operations is true or false.	3 - Fair Alignment	limited practice with true or false
MA.5.AR.2.4	Given a mathematical or real-world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position.	5 - Very Good Alignment	plenty of opportunities to analyze word problems

MA.5.AR.3.1	Given a numerical pattern, identify and write a rule that can describe the pattern as an expression.	5 - Very Good Alignment	opportunities for finding patterns with whole numbers, decimals, and fractions
MA.5.AR.3.2	Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.	2 - Poor Alignment	asking student to write a rule for a given graph
MA.5.DP.1.1	Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.	2 - Poor Alignment	decimal values to thousandths should be limited to hundredths
MA.5.DP.1.2	Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.	5 - Very Good Alignment	instruction on balancing point
MA.5.FR.1.1	Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.	4 - Good Alignment	good use of models
MA.5.FR.2.1	Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.	5 - Very Good Alignment	use of fraction bars and number lines
MA.5.FR.2.2	Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.	5 - Very Good Alignment	use of models
MA.5.FR.2.3	When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating.	4 - Good Alignment	models and number lines; missing connection to decimals
MA.5.FR.2.4	Extend previous understanding of division to explore the division of a unit fraction by a whole number and a whole number by a unit fraction.	5 - Very Good Alignment	models, appropriate word problems - both partitive and quotative

MA.5.GR.1.1	Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.	4 - Good Alignment	lots of practice with triangles and quadrilaterals
MA.5.GR.1.2	Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.	5 - Very Good Alignment	adequate coverage of 3-d figures
MA.5.GR.2.1	Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.	2 - Poor Alignment	Chapter 10, Lesson 5 is not in 5th grade standards; perhaps middle school?
MA.5.GR.3.1	Explore volume as an attribute of three-dimensional figures by packing them with unit cubes without gaps. Find the volume of a right rectangular prism with whole-number side lengths by counting unit cubes.	5 - Very Good Alignment	sufficient practice and good visual models
MA.5.GR.3.2	Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula.	5 - Very Good Alignment	gradual move from counting cubes to formula
MA.5.GR.3.3	Solve real-world problems involving the volume of right rectangular prisms, including problems with an unknown edge length, with whole-number edge lengths using a visual model or a formula. Write an equation with a variable for the unknown to represent the problem.	5 - Very Good Alignment	abundant use of visuals
MA.5.GR.4.1	Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.	2 - Poor Alignment	asking student to write a rule for a given graph
MA.5.GR.4.2	Represent mathematical and real-world problems by plotting points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.	5 - Very Good Alignment	graphing data from an experiment
MA.5.M.1.1	Solve multi-step real-world problems that involve converting measurement units to	3 - Fair Alignment	no need for weight conversions? they do

	equivalent measurements within a single system of measurement.		refer to grams; on p. 558, question about converting hL to daL - unnecessary
MA.5.M.2.1	Solve multi-step real-world problems involving money using decimal notation.	4 - Good Alignment	multiple opportunities for working with money
MA.5.NSO.1.1	Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.	2 - Poor Alignment	not enough attention to this standard, only addressed in one lesson
MA.5.NSO.1.2	Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.	2 - Poor Alignment	only one lesson for a concept that requires more attention
MA.5.NSO.1.3	Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations.	2 - Poor Alignment	not enough content to support this concept
MA.5.NSO.1.4	Plot, order and compare multi-digit numbers with decimals up to the thousandths.	1 - Very Poor/No Alignment	no evidence of scaled number lines
MA.5.NSO.1.5	Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.	2 - Poor Alignment	limited practice
MA.5.NSO.2.1	Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.	2 - Poor Alignment	limited practice and offering only "the" standard algorithm instruction
MA.5.NSO.2.2	Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.	2 - Poor Alignment	good use of partial quotient initially then it leans into long division standard algorithm for the rest of the division practice

MA.5.NSO.2.3	Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	3 - Fair Alignment	number lines not used
MA.5.NSO.2.4	Explore the multiplication and division of multi-digit numbers with decimals to the hundredths using estimation, rounding and place value.	3 - Fair Alignment	no instruction in estimation provided for multiplication with decimals but provided better creative strategies besides standard algorithm; instruction provided for estimation with division
MA.5.NSO.2.5	Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.	4 - Good Alignment	many opportunities for practice of the concepts
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 	2 - Poor Alignment	no references to growth mindset norms; each lesson suggests MTR 1.1 is addressed, but I couldn't find any references in the student text; found references to effortful learning in teacher text
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. 	4 - Good Alignment	variety of opportunities to use manipulatives and models for representing thinking

	<ul style="list-style-type: none"> • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 		
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 	3 - Fair Alignment	occasional references to fluency in students text; teacher edition offers activities to develop fluency
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. 	4 - Good Alignment	"math talk" sections encourage students to have conversations about given math questions

	<ul style="list-style-type: none"> Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. 		
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. 	4 - Good Alignment	"unlock the problem" section decomposes example into manageable parts
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. 	4 - Good Alignment	examples of suggestions to estimate when showing expressions; could encourage estimation with word problems

	<ul style="list-style-type: none"> Evaluate results based on the given context. 		
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency. 	5 - Very Good Alignment	wide variety of real world situations involving math
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	questions throughout for citing evidence of answer
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	"launch into math" for each unit is interesting and related to real world Florida
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	"launch into math" section good for inferencing
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	"math talk" sections
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	requires quality student work throughout
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	"math talk" sections

ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	students communicating math ideas
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	students given opportunities throughout to work socially together on math ideas

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	2 - Poor Alignment	relying too much on the standard algorithms rather than providing opportunities for developing strategies of other ways of calculating
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	2 - Poor Alignment	some of the lessons address skills from middle school content
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	some of the number sense benchmarks don't have enough opportunities to explore and practice
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	would like to have more practice for some skills that will take longer to develop
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	2 - Poor Alignment	Chapter 10, Lesson 5 is not in 5th grade standards; perhaps middle school?; Ch. 17, L3 - write a rule for a given graph
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	just a handful lessons that don't apply to 5th grade standards
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	3 - Fair Alignment	students will require more review of multi-digit multiplication than offered -

		although a standard from 4th grade, students will need more time
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	5E's for each unit
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	reference to 5E's at the beginning of each unit;
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	2 - Poor Alignment	spelling errors: "Identify and Classify Two-Dimensional Figures," "quadrilatera,"
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	free of bias and contradictions
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	good use of visual models; would prefer more number lines and less standard algorithm
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	just a few spelling mistakes; chapter 18 has a table with degrees F listed as 8-1/2 and 11-1/4(these are not reasonable values as we don't read temperatures in fractions and children would not be familiar with temps that cold
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	3 - Fair Alignment	lip service given to fluency and number routines, but needs more appropriate fluency practice and exit tickets
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	2 - Poor Alignment	Chapter 10, Lesson 5 is not in 5th grade standards; perhaps middle school?
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	content relevant to age

17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	real world problems are connected to children's experiences
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	in the GR and DP sections, there was evidence of connecting to science and to reading; would like to have seen those sections throughout
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	wide variety of names represent many cultures
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	content is appropriate for children
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	mostly covering benchmarks and standards

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	3 - Fair Alignment	teachers would need to find extra practice for some of the number sense skills
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	2 - Poor Alignment	inconsistent with amount of practice for content; some lessons are not part of standards
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	logical organization
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	other than the wide variety of names in the word problems which may be challenging for some students to read, the

		visuals are interesting and engaging
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	2 - Poor Alignment	some areas not given enough attention or time for practice
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	offer strategies for ELL with each unit; RTI lessons available
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	3 - Fair Alignment	lessons that don't apply to curriculum could be skipped

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	interesting non-fiction info in "launch into math"
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	covers the standards - just a few lessons not belonging to standards
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	clear expectations and mistakes to expect and how to address them
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	examples for each concept
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	reteach and enrich activities
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	students provided a variety of methods for problem solving
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	lessons open with concrete to representational to abstract

8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	3 - Fair Alignment	need for less of a focus on standard algorithm - seems to be prevalent throughout, not allowing for flexibility of strategies
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	3 - Fair Alignment	need for more examples of flexible strategies - too much emphasis on one way (standard algorithm)
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	assessments related to benchmarks
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	would like to see more opportunities for formative assessment such as exit tickets
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	evidence of support for ELL and RTI
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	3 - Fair Alignment	most MTR's evident throughout; would need more for MTR 1.1
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	the content is generally applicable to the grade level benchmarks and support is offered to teachers for facilitating the content

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	no evidence of CRT
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	no evidence of CRT
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	not evidence of CRT

Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	no evidence of SEL
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Reviewer's Name: Katrina Hinson

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: [Grade Five Mathematics](#)

Bid ID: 459

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

No

How would you rate the overall usability of the instructional material?

3 - Fair Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

I would not recommend this curriculum due to the absence of specific instructional materials related to ALL BEST standards. While the curriculum presents well and its lessons are aligned to the learning objectives within it, it leaves gaps of standards-based instruction that would need to be supplemented by the teacher. If all standards were addressed, I would consider this curriculum as an option, because the digital component is really well delivered, minus some typographical mistakes.

Standard	Description	Reviewer Rating	Rating Justification
MA.5.AR.1.1	Solve multi-step real-world problems involving any combination of the four operations with whole numbers, including problems in which remainders must be interpreted within the context.	5 - Very Good Alignment	Real-world problems with remainders that must be interpreted
MA.5.AR.1.2	Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.	5 - Very Good Alignment	Mix of fractions, including fractions greater than one. Each lesson contained real-world scenarios.
MA.5.AR.1.3	Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.	5 - Very Good Alignment	All division uses unit fractions and calls for justification of real-world scenarios
MA.5.AR.2.1	Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions.	5 - Very Good Alignment	Expressions were related to real-world scenarios and called for the translation of descriptions to expressions and expressions to descriptions.
MA.5.AR.2.2	Evaluate multi-step numerical expressions using order of operations.	5 - Very Good Alignment	All examples had multiple steps and required students to justify other's thinking as well and no examples had parentheses that were nested
MA.5.AR.2.3	Determine and explain whether an equation involving any of the four operations is true or false.	3 - Fair Alignment	Examples have questions about true or not true, however, many questions focus on determining which property is being used,

			which is not a clarification in the BEST standard
MA.5.AR.2.4	Given a mathematical or real-world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position.	5 - Very Good Alignment	Scenarios include real-world context and the unknown letter is recognized as a variable. Unknowns and different operations are on either side of the equal sign.
MA.5.AR.3.1	Given a numerical pattern, identify and write a rule that can describe the pattern as an expression.	5 - Very Good Alignment	Scenarios are limited to one of two operations using whole numbers.
MA.5.AR.3.2	Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.	3 - Fair Alignment	Most question met the standard except the question in the explore part of Chapter 17 Lesson 2. The pattern does not match the chart.
MA.5.DP.1.1	Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.	2 - Poor Alignment	Chapter 18, Explore Lesson 1- the table does not match the problem. In addition, fractions with a denominator of 8 are used, which is not within the limits of the BEST standards.
MA.5.DP.1.2	Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.	2 - Poor Alignment	Explanations on how to find mean, mode, and median are aligned; however, there is no mention of range.
MA.5.FR.1.1	Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.	5 - Very Good Alignment	Real-world scenarios used to represent the division of two whole numbers as a fraction.

MA.5.FR.2.1	Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.	5 - Very Good Alignment	Examples met all of the benchmark clarifications of the BEST standards.
MA.5.FR.2.2	Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.	2 - Poor Alignment	Examples made use of area model by shading. Mixed numbers were used in comparative lessons only. Students are directed to simplify answers which is not necessary.
MA.5.FR.2.3	When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating.	2 - Poor Alignment	Examples in the text call for completing an operation to figure out the relative comparison. The BEST standards state that students should be able to focus on estimation and assessing the reasonableness of answers.
MA.5.FR.2.4	Extend previous understanding of division to explore the division of a unit fraction by a whole number and a whole number by a unit fraction.	4 - Good Alignment	Examples met the BEST standards and various question types in Appendix A
MA.5.GR.1.1	Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.	2 - Poor Alignment	Examples classify more than what is necessary. Addresses various polygons not addressed in the BEST standards.
MA.5.GR.1.2	Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.	2 - Poor Alignment	Extraneous material in lesson. Examples should be limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.

MA.5.GR.2.1	Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.	4 - Good Alignment	Questions cover both fractional and decimal side lengths.
MA.5.GR.3.1	Explore volume as an attribute of three-dimensional figures by packing them with unit cubes without gaps. Find the volume of a right rectangular prism with whole-number side lengths by counting unit cubes.	4 - Good Alignment	Materials focus on using and counting unit cubes.
MA.5.GR.3.2	Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula.	4 - Good Alignment	Examples focused on the amount of unit cubes in the shape and no questions exceeded two-digit edge lengths.
MA.5.GR.3.3	Solve real-world problems involving the volume of right rectangular prisms, including problems with an unknown edge length, with whole-number edge lengths using a visual model or a formula. Write an equation with a variable for the unknown to represent the problem.	4 - Good Alignment	Materials use real-world contexts and composite figures that should be added to solve for volume.
MA.5.GR.4.1	Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.	4 - Good Alignment	Materials fairly instruct how to plot and label points
MA.5.GR.4.2	Represent mathematical and real-world problems by plotting points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.	5 - Very Good Alignment	Examples use real-world problems and instruct students to interpret the values of point in the context of a situation.
MA.5.M.1.1	Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.	3 - Fair Alignment	Conversion included length, volume, and capacity; however, there were no time conversion present.
MA.5.M.2.1	Solve multi-step real-world problems involving money using decimal notation.	4 - Good Alignment	Materials included multi-step real-world problems involving money and decimal notation.

MA.5.NSO.1.1	Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.	2 - Poor Alignment	While the materials include this standard with examples of decimals to the thousandths, there is inadequate exposure to this connection to whole numbers.
MA.5.NSO.1.2	Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.	4 - Good Alignment	Materials address the standard fully; however, there is limited items on using expanded notation.
MA.5.NSO.1.3	Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations.	5 - Very Good Alignment	Materials addressed the standard fully with multiple ways to depict composition and decomposition.
MA.5.NSO.1.4	Plot, order and compare multi-digit numbers with decimals up to the thousandths.	2 - Poor Alignment	Instruction focuses on the use of stacking numbers to compare only. There is no instruction using a scaled number line as indicated in the BEST standards.
MA.5.NSO.1.5	Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.	3 - Fair Alignment	Instruction does meet the standard; however, there is no use of number lines to solidify connections.
MA.5.NSO.2.1	Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.	2 - Poor Alignment	Instruction does not include practice of various algorithms.
MA.5.NSO.2.2	Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.	5 - Very Good Alignment	Multiple representations used.

MA.5.NSO.2.3	Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	Meets clarifications of BEST standards
MA.5.NSO.2.4	Explore the multiplication and division of multi-digit numbers with decimals to the hundredths using estimation, rounding and place value.	5 - Very Good Alignment	Great use of models and pictures.
MA.5.NSO.2.5	Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.	5 - Very Good Alignment	Use of multiple representations
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 	4 - Good Alignment	Tasks include analyzing problems in a way that makes sense, asks questions that will help with solving the task, and helps students build perseverance over time.
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. 	5 - Very Good Alignment	Tasks include representing problems in multiple ways and build understanding through modeling and using manipulatives.

	<ul style="list-style-type: none"> • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 		
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 	4 - Good Alignment	Tasks have students select the most efficient method for themselves to build procedural reliability.
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. 	4 - Good Alignment	Tasks have students justifying their answer and making sense of other's work, including error analysis.

	<ul style="list-style-type: none"> Construct possible arguments based on evidence. 		
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. 	5 - Very Good Alignment	Use of patterns and structure to connect mathematical concepts. Most tasks are decompose into manageable parts.
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. 	5 - Very Good Alignment	Tasks continually use estimation as a way to assess reasonableness and checking answers.

MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	<p>5 - Very Good Alignment</p>	<p>Tasks a rich with real-world contexts models and methods to understand, represent and solve problems.</p>
ELA.K12.EE.1.1	<p>Cite evidence to explain and justify reasoning.</p>	<p>5 - Very Good Alignment</p>	<p>Tasks are asked to justify answers.</p>
ELA.K12.EE.2.1	<p>Read and comprehend grade-level complex texts proficiently.</p>	<p>5 - Very Good Alignment</p>	<p>grade level text appropriate</p>
ELA.K12.EE.3.1	<p>Make inferences to support comprehension.</p>	<p>5 - Very Good Alignment</p>	<p>Tasks have inferences via graphics or realia to support comprehension</p>
ELA.K12.EE.4.1	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>	<p>5 - Very Good Alignment</p>	<p>TE gives many times for group conversations</p>
ELA.K12.EE.5.1	<p>Use the accepted rules governing a specific format to create quality work.</p>	<p>4 - Good Alignment</p>	<p>Formatting is effective. SE model used.</p>
ELA.K12.EE.6.1	<p>Use appropriate voice and tone when speaking or writing.</p>	<p>4 - Good Alignment</p>	<p>Appropriate tone and voice</p>
ELD.K12.ELL.MA.1	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.</p>	<p>4 - Good Alignment</p>	<p>Many ELL Supports given throughout the TE</p>

ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	Promotes ELL communication
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Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	2 - Poor Alignment	Though many standards were aligned, whole chunks of standards were either unaddressed or did not meet the full extent of the standard
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	2 - Poor Alignment	Same as above
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	Though some standards were not fully addressed, the materials themselves were adaptable.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3 - Fair Alignment	Though some standards were not fully addressed, the materials that were available did provide sufficient details for students to understand.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Levels of complexity were met through justification, error analysis, and multi-step word problems when called for.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	3 - Fair Alignment	Some extraneous methods (not in the standards) were too complex for the students abilities at this grade level- specifically in the mean, median, mode, and range chapter
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Levels of treatment meet the time period allowed for teaching

8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Sources reflect expert information for the subject
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Primary and secondary sources contribute to the quality of the content
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	3 - Fair Alignment	Most typographical errors were in the digital resources for the student. Those are explained in the Standards section.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	Free of bias and contradictions
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Content is representative of the discipline.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	A few mistakes noticed in the digital resources where the words and graphics did not match.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	3 - Fair Alignment	Most content is up-to-date; however, use of the 5E model for every lesson lends itself to a gradual release at times when students should be productively struggling to make sense of problems.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	Standards seemed to be interwoven and not necessarily taught in isolation.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	content is appropriate and relevant
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Real-life scenarios are meaningful and connect to students' lives.

18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Connections made to science.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	No evidence of bias
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	No evidence of inhumane actions or beliefs.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	While most standards and benchmarks are covered in the materials, ALL of the them were not.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	3 - Fair Alignment	In order to meet the full extent of the BEST standards, a teacher would need to prepare additional teaching materials. One example is number lines for plotting, ordering, and comparing decimals.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Components of the curriculum align with each other.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	Logical organization of content. I believe that some content could have been interwoven more.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	Narrative and visual engage students

5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	Content presented at a pace that allows students to understand
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	Supports, interventions, and enrichment were very clear in the Teacher's Edition.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Components of Presentation were good or very good, except for the teacher needing to prep materials for parts of the benchmarks not addressed.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Tasks are relevant to students' everyday lives, which maintains student motivation
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Materials makes use of overarching themes or concepts to teach small chunked material
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Each lesson displayed a clear learning goal.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	The materials lend themselves to successfully becoming more independent in the way that big ideas are chunked into digestible pieces.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Guidance and support is included in the materials for developmental differences and various learning styles.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Materials engage the physical and mental activity of students

7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	Materials include organized activities that are logical extensions the objectives.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	3 - Fair Alignment	Some strategies were missing from the instructional materials, such as: in multiplication one standard algorithm was addressed instead of a few.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	3 - Fair Alignment	Most strategies were effective; however some effective strategies were left out (see above and number lines). In addition, a few strategies used seemed confusing (ex: mean, median, mode)
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Assessment strategies did match those of the instructional materials.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	3 - Fair Alignment	Assessment questions did mirror the instructional materials: however, specific question types like those in the BEST standards were missing.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	UDL strategies evident throughout
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	MTR's can easily be applied to lessons within the curriculum
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	The instructional materials do support learning requirements based on the outcomes set out by this curriculum; however it should be noted that not all of the standards are addressed to their fullest extent.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	Saw no evidence of CRT
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence of CRT
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evident of CRT of Social Justice
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	No evidence of SEL

other materials are available in print format, and many digital materials are downloadable/printable (PDFs can be downloaded for offline use). Core student print materials will also be available via NIMAS files. To see the range of HMH products available from NIMAC, please visit <https://nimac.overdrive.com/ContentInventory>.

Review	Rating	Comments
	3 - Fair Alignment	A great amount of instruction is provided through video. An alternative source of content is not prevalent. Students should be provided multiple options in format.

Reviewer's Name: Mary Moss

Title: HMH Florida's B.E.S.T. Into Math Accelerated 6

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Timothy D. Kanold, PhD; Matthew R. Larson, PhD; Steven J. Leinwand, PhD

Copyright: 2023

Edition: N/A

Grade Level: 6-8

Course: [M/J Grade 6 Accelerated Mathematics](#)

Bid ID: 465

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

3 - Fair Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

The material's alignment to the standards was not 100%. I liked the teacher guidance, but would like to see more guidance for teachers on implementation of ML routines as it pertains to the task alignment. I would like to see the MTR's addressed more frequently. I liked the student interactive version. Lots of great resources for teachers.

Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	4 - Good Alignment	Variables are not limited to x; Students translating written descriptions into algebraic expressions; Students identifying parts of an algebraic expression.
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of  . Represent the inequality on a number line.	4 - Good Alignment	Students translate real-world written description into an algebraic inequality and represent on a number line.
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	4 - Good Alignment	Students evaluate algebraic expressions with integers using substitution and order of operations.
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	3 - Fair Alignment	Clarification 2: is not represented
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	2 - Poor Alignment	Pg.281-288 not represented; 311-316 not represented; operations performed with negative rational numbers; Set notation is not used to list numbers.
MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.	3 - Fair Alignment	Algebra tiles and balances are represented, but no use of Bar diagrams or Number lines.
MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world	3 - Fair Alignment	Algebra tiles and balances used, but no use of bar diagrams.

	context using multiplication and division, where all terms and solutions are integers.		
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	1 - Very Poor/No Alignment	All terms and solutions are not limited to positive rational numbers.
MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation:  , a to b, or a:b where $b \neq 0$.	4 - Good Alignment	Bar models and ratio tables used. No use of number lines.
MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	4 - Good Alignment	Instruction includes using drawings, models and words.
MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	4 - Good Alignment	Instruction includes using two-column tables.
MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	4 - Good Alignment	Models used to support instruction.
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	4 - Good Alignment	PG 351, 359 no alignment; the remainder instruction includes comparisons, mixtures, conversions within the same measurement system.
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	4 - Good Alignment	Instruction includes the understanding of a statistical question and a non-statistical question.
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	3 - Fair Alignment	Instruction on Range is missing. Instruction

			includes mean, median, mode.
MA.6.DP.1.3	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.	3 - Fair Alignment	Instruction does not include vertical representation of box plot. Instruction includes horizontal representation of box plots.
MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.	3 - Fair Alignment	Instruction limited to skewed description. Instruction does not focus on describing data as Normal or Bimodal.
MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	4 - Good Alignment	601-instruction focuses on histogram; 609-instruction focuses on histogram; instruction focuses on box plots; 643; not aligned.
MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.	4 - Good Alignment	Instruction includes opportunities for students to collect their own data to create a graphical display.
MA.6.GR.1.1	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.	4 - Good Alignment	Instruction builds on previous understanding of coordinate plane, graphing ordered pairs in all four quadrants.
MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	4 - Good Alignment	Instruction focuses on finding distances between ordered pairs, limited to the same x coordinate or the same y coordinate.

MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	4 - Good Alignment	483-No; Instruction includes solving real-world problems, plotting on coordinate plane and finding perimeter and area.
MA.6.GR.2.1	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.	4 - Good Alignment	Instruction meets benchmark..
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	4 - Good Alignment	Instruction meets benchmark.
MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	4 - Good Alignment	Instruction meets benchmark.
MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	4 - Good Alignment	Instruction meets benchmark language.
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	4 - Good Alignment	Instruction meets benchmark and clarifications.
MA.6.NSO.1.2	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.	4 - Good Alignment	Students will compare quantities on a number line and explain the meaning of zero in context.
MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.	4 - Good Alignment	Students find the absolute value of rational numbers.
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	4 - Good Alignment	Students solve problems involving absolute value and comparison of absolute value.

MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	4 - Good Alignment	Students multiply and divide positive multi-digit numbers with decimals to thousandths.
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.	3 - Fair Alignment	Instruction limited to multiplication, no division.
MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	4 - Good Alignment	Students solve multi-step with four operations with positive fractions, mixed numbers and positive multi-digit decimals.
MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	4 - Good Alignment	Students find the GCF and LCM of two whole numbers.
MA.6.NSO.3.2	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.	2 - Poor Alignment	Does not meet the benchmark
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	4 - Good Alignment	Instruction includes evaluating positive rational numbers and integers with natural number exponents.
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	4 - Good Alignment	Instruction includes expressing composite whole numbers as a product of prime factors with natural number exponents.
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	4 - Good Alignment	Page 436-442 meet benchmark.

MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	4 - Good Alignment	Instruction includes operations with whole numbers to add and subtract integers.
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	4 - Good Alignment	Instruction includes operations with whole numbers to multiply and divide integers.
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	4 - Good Alignment	Instruction apply properties of operations to add and subtract linear expressions with rational coefficients.
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	4 - Good Alignment	Instruction meets the benchmark.
MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.	4 - Good Alignment	Instruction includes writing and solving one-step inequalities in one variable within mathematical context algebraically or graphically.
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	4 - Good Alignment	Instruction meets benchmark.
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	4 - Good Alignment	Instruction meets benchmark.
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	4 - Good Alignment	Instruction includes how to determine an appropriate measure of center of measure of variation to summarize numerical data.
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to	4 - Good Alignment	Instruction meets benchmark.

	make comparisons, interpret results and draw conclusions about the two populations.		
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	4 - Good Alignment	Instruction meets benchmark.
MA.7.DP.2.1	Determine the sample space for a simple experiment.	4 - Good Alignment	Instruction meets benchmark.
MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	4 - Good Alignment	Instruction meets benchmark.
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	4 - Good Alignment	Instruction meets benchmark.
MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	3 - Fair Alignment	Instruction partially meets benchmark.
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	4 - Good Alignment	Instruction includes applying the formulas to find the areas of trapezoids, parallelograms and rhombi.
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	4 - Good Alignment	Instruction includes area of polygons or composite figures by decomposing them into triangles or quadrilaterals.
MA.7.NSO.2.1	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.	2 - Poor Alignment	Instruction does not include whole-number exponents.
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	4 - Good Alignment	Instruction meets benchmark.
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	4 - Good Alignment	Instruction includes solving problems involving any of the

			four operations with rational numbers.
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 	2 - Poor Alignment	Instruction partially meets benchmark.
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. 	2 - Poor Alignment	Instruction partially meets benchmark.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency.	2 - Poor Alignment	Instruction partially meets benchmark.

	<p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 		
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	2 - Poor Alignment	Instruction partially meets benchmark.
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p>	2 - Poor Alignment	Instruction partially meets benchmark.

	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. 		
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. 	2 - Poor Alignment	Instruction partially meets benchmark.
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. 	2 - Poor Alignment	Instruction partially meets benchmark.

	<ul style="list-style-type: none"> • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	3 - Fair Alignment	Instruction partially meets benchmark.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	3 - Fair Alignment	Instruction partially meets benchmark.
ELA.K12.EE.3.1	Make inferences to support comprehension.	3 - Fair Alignment	Instruction partially meets benchmark.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	3 - Fair Alignment	Instruction partially meets benchmark.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	Instruction partially meets benchmark.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	Instruction partially meets benchmark.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	Instruction partially meets benchmark.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	43 were level 4 alignment and 10 were level 3 alignment.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	3 - Fair Alignment	Some of the standards are not fully met in the curriculum.

3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	The materials are more easily adaptable if using the digital version.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Sufficient details provided for students to understand the significance of topics and events.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	The complexity or difficulty has a fair alignment to the standards.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	The level of treatment of content matches the student abilities and grade level.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	3 - Fair Alignment	The complexity or difficulty of the treatment of the content could be a little rushed for the time period allowed.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	The primary and secondary sources cited reflect expert information.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	3 - Fair Alignment	The primary and secondary sources somewhat contribute to the quality of the content.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	My review did not encounter any typographical or visual errors.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	Material appeared to be free of bias and contradictions.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	Material contained concepts, standards and models used in mathematics.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	No inconsistencies or mistakes were discovered during my review.

14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Materials are up-to-date.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	The content is presented in appropriate context.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Content is appropriate and relevant context for intended learners.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	3 - Fair Alignment	In most situations, content is presented with connections to life in a context that is somewhat meaningful to students.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Materials include interdisciplinary connections.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	Multicultural representations were fair and unbiased.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	Materials portrayed people and animals with compassion, sympathy.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	There is good alignment of benchmarks and standards covered in this course.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	Many resources for teachers to use to address, supports for students in additional learning and enrichment.

2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	The components align with the curriculum and each other..
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	All materials are consistently and logically organized in the curriculum.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	The visuals engage students in reading as well as listening.
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	3 - Fair Alignment	The pacing seems to be somewhat fast paced that may not allow all students to understand in the given amount of time.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	3 - Fair Alignment	There are digital tools to support students to be able to interact with the material, but no feedback after student completes one of the questions.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	There are plenty of presentation materials for this curriculum.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	Materials contain motivational strategies to maintain learner motivation, but they appear to be optional, not necessarily as part of instruction to help with engagement.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	3 - Fair Alignment	Materials have a fair amount of alignment to teaching a few "Big Ideas".
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Materials contain clear statements of outcomes.

4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	3 - Fair Alignment	Some alignment for guidance and support in materials to help students successfully become independent learners.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	There is fair alignment to support for developmental differences and various learning styles.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	The materials engage students with mostly turn and talk collaboration, few opportunities for physical activity.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	3 - Fair Alignment	Few activities provided .
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	3 - Fair Alignment	Instructional strategies provided in materials, but appear to be optional.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	The instructional strategies are effective in teaching targeted outcomes.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	3 - Fair Alignment	The materials use few assessment strategies.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	3 - Fair Alignment	The assessment strategies incorporated in the materials are somewhat effective in assessing learners' performance.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	Only a fair alignment of UDL strategies in this curriculum.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	3 - Fair Alignment	Only a fair amount of alignment to ELA expectations and MTR standards.

14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	3 - Fair Alignment	There is a fair alignment to Learning requirements.
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Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	4 - Good Alignment	Materials did not appear to have any CRT reference.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Materials did not appear to have any Culturally Responsive Teaching.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Materials did not appear to have any Social Justice as it relates to CRT.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	4 - Good Alignment	Materials did not appear to have any SEL strategies.

Reviewer's Name: Joanna Pitts

Title: HMH Florida's B.E.S.T. Into Math Accelerated 6

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Timothy D. Kanold, PhD; Matthew R. Larson, PhD; Steven J. Leinwand, PhD

Copyright: 2023

Edition: N/A

Grade Level: 6-8

Course: [M/J Grade 6 Accelerated Mathematics](#)

Bid ID: 465

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

4 - Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

Strength - Teacher edition book and organized very well. I love the various suggestions for teachers to use for centers, differentiation, group work, prior knowledge check, etc. There are a lot of opportunities for students to practice and teachers to review and assess. The adaptive practice is a great tool to supplement when needed. The material provided makes it easy for teachers to find what they need to teach and easily differentiate lessons when needed without having to find extra materials on

their own. The lessons are not "over loaded" with information, which can cause students to become overwhelmed. The skills are taught by steps and are organized in a way to keep students engaged in the procedures being learned which can help students to understand the procedures better. Weaknesses - I did not find many weaknesses in this material - I would only say more materials for ELL students could be added or at least suggestions to help those students.

Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	4 - Good Alignment	Students are given descriptions and examples of expressions; plenty of practice to write expressions and descriptions
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of $\square < \square$. Represent the inequality on a number line.	4 - Good Alignment	Problems are written in various forms, giving students opportunities to see various representations
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	4 - Good Alignment	Lesson follows standards and benchmark clarification
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	5 - Very Good Alignment	Standard is covered completely; all properties are defined and practiced throughout the lesson.
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	3 - Fair Alignment	Equations and inequalities are dispersed throughout multiple lessons; the

			skill is connected with other benchmarks easily
MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.	5 - Very Good Alignment	Benchmark clarifications are followed; various representations of equations are used in multiple lessons. I love how this standard is spread out through multiple lessons and various strategies are used.
MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.	5 - Very Good Alignment	Standard is covered in detail; clarifications are addressed.
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	3 - Fair Alignment	Lessons have more practice with decimals than fractions; only a few fraction addition and subtraction problems found in the lessons.
MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation: □, a to b, or a:b where $b \neq 0$.	4 - Good Alignment	Real world context given; benchmark clarifications are followed.
MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	4 - Good Alignment	Benchmark is covered completely.
MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	3 - Fair Alignment	Lessons could have more practice with creating tables.

MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	4 - Good Alignment	Lesson instruction follows benchmark clarification
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	4 - Good Alignment	Problems given are real world related; various representations are used.
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	4 - Good Alignment	Lesson addresses benchmark accurately.
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	4 - Good Alignment	All measures of are covered except for range (range is addressed later in the box plot lesson).
MA.6.DP.1.3	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.	4 - Good Alignment	Real world problems are used; all parts of box plots are given in examples and practice throughout lessons.
MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.	4 - Good Alignment	Lesson uses both histograms and line plots; all vocabulary is explained and modeled in detail.
MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	5 - Very Good Alignment	Benchmark is spread out throughout multiple lessons which allow skills to build upon one another.
MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.	4 - Good Alignment	Module 18 covers all types of measures and diagrams, detailed practice for students to practice description of histograms, box plots, and line plots.

MA.6.GR.1.1	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.	4 - Good Alignment	Lesson covers standard appropriately.
MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	4 - Good Alignment	Lesson covers standard; real world problems are given to practice skill
MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	4 - Good Alignment	Benchmark clarifications are covered; instruction and examples are given in detail.
MA.6.GR.2.1	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.	5 - Very Good Alignment	Instruction includes relationship between rectangles and triangles to derive area formula and practice using the formula.
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	4 - Good Alignment	Lesson uses circles, which is a 7th grade standard but this fits in well since this is an advanced course.
MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	5 - Very Good Alignment	Students first learn how to calculate volume, then next lesson uses this to build onto finding missing dimensions.
MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	4 - Good Alignment	Standard and benchmark clarifications are covered.
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	4 - Good Alignment	Standard is covered in detail and benchmark

			clarifications are followed.
MA.6.NSO.1.2	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.	4 - Good Alignment	Benchmark clarification 1 is covered really well throughout the lessons, using different verbal comparison words.
MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.	3 - Fair Alignment	Absolute values is covered well, but lesson needs various number lines (most of them are horizontal) and more practice with absolute value of rational numbers.
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	4 - Good Alignment	Real world examples and problems are given.
MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	Lessons build upon one another (multiplication to division), benchmark clarifications are followed.
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.	4 - Good Alignment	Lessons use appropriate amount of visual models to connected to standard algorithm, lessons build upon one another to promote understanding of skill.
MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	4 - Good Alignment	Multi step problems are given throughout various lessons to connect skill with other benchmarks as well.

MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	4 - Good Alignment	Lessons connected GCF and LCM with simplifying fractions.
MA.6.NSO.3.2	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.	4 - Good Alignment	Benchmark is covered with GCF.
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	4 - Good Alignment	Material covers benchmark thoroughly.
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	4 - Good Alignment	Instruction and material connects prime factorization with other benchmark skills (GCF and distributive property).
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	4 - Good Alignment	Benchmark is covered.
MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	4 - Good Alignment	Benchmark is covered; use of number lines are extensive which is good; more manipulatives and diagrams would be useful for addition and subtraction.
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	4 - Good Alignment	Good use of models and diagrams in instruction
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	4 - Good Alignment	Good connections with previously learned skills; benchmark clarifications are addressed.
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	3 - Fair Alignment	Benchmark clarification 2 mentions rational

			coefficients; lessons need more practice with fraction coefficients.
MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.	4 - Good Alignment	Benchmark and clarifications are covered in lessons.
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	5 - Very Good Alignment	All types of percent problems are represented throughout various lessons.
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	4 - Good Alignment	Real world problems are used to solve proportion problems; also link to statistics and probability.
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	4 - Good Alignment	Benchmark clarification includes justification of appropriate measures; more opportunities for this could be added in the lesson.
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.	5 - Very Good Alignment	All types of representation is given in the lessons for students to compare data.
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	4 - Good Alignment	Standard is covered well in material.
MA.7.DP.2.1	Determine the sample space for a simple experiment.	4 - Good Alignment	Standard is covered well in material; different scenarios are given for probability.

MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	4 - Good Alignment	Instruction includes descriptions found in benchmark clarifications.
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	4 - Good Alignment	Different scenarios are used to practice skill (marbles, rolling die, etc.)
MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	4 - Good Alignment	Lesson instructs on experimental and theoretical probability as clarification suggests.
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	5 - Very Good Alignment	Lesson instruction relates area of shapes to rectangles and triangles, connecting previous skills with benchmark.
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	4 - Good Alignment	Examples given and material used in instruction covers benchmark.
MA.7.NSO.2.1	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.	4 - Good Alignment	Practice problems include exponents, absolute value, and grouping symbols. Practice problems are complex, encouraging students to think above level.
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	4 - Good Alignment	Lessons completely cover standard.
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	4 - Good Alignment	Benchmark is covered in multiple lessons.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others:	4 - Good Alignment	Tasks throughout lessons encourage students to participate in lesson by explaining

	<ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 		or sharing thinking with one another.
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. 	4 - Good Alignment	Most lessons include models and various scenarios for students to think about the problems in multiple ways. Connections are made with previous skills to help students understand the skill.
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. 	4 - Good Alignment	Instruction promotes fluency; students are encouraged to explain methods.

	<ul style="list-style-type: none"> • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 		
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	4 - Good Alignment	Spark Your Learning section in front of lessons allows students to explain and discuss their thinking with others.
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. 	4 - Good Alignment	Lessons focus on patterns to to solve problems and understand complex problems.

	<ul style="list-style-type: none"> Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. 		
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. 	4 - Good Alignment	Discussions are encouraged, explanations are encouraged throughout lessons.
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency. 	5 - Very Good Alignment	All lessons use real world and relatable problems for students to understand the importance of the skills they are learning.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Every lesson begins with a "Turn and Talk"

			question that encourages students to communicate and justify their answer.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Information and text is on grade level.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Students are encouraged to infer information about each lesson at the beginning, which give them a goal and reason for completed problems presented in the lesson.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Turn and Talk and Learning Mindset sections in the lessons allow for students to reflect on their learning and reasoning; it also encourages them to explain why their discussions are helpful.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Many opportunities given for students to show and explain their steps and work when solving problems
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Variety of questions and discussion topics are given throughout the lessons, which allows students to practice their speaking and writing skills.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary	3 - Fair Alignment	Differentiated options are given throughout teacher edition; more

	for academic success in the content area of Mathematics.		suggestions for ELL learners may be helpful.
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Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Sixth grade, as well as 7th grade standards for advanced courses, are covered well in all lessons.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	Text material is appropriate for sixth grade.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Online instruction, textbook material, extra resources are all easily adaptable.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Examples and instruction seems to all be thought out well, Turn and Talk throughout the lessons gives students opportunities to discuss learning together.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Standards are matched in the lessons; students are given complex problems to carry the standards a bit farther when appropriate.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	Lessons in text matches complexity for students in advanced courses.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	The lessons are thorough and are spaced out in a way that students can understand material in an appropriate timeframe.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	The online Adaptive Practice works well with textbook material; students can work at

		their own pace or be assigned extra assignments based on classroom lessons.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Adaptive Practice allows for extra practice; extra materials (such as reteach worksheets) are also available.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	No noticeable errors found.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	No bias found.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	Content is accurate based on standards.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	No mistakes found in material or instruction.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Instruction seems up to date with current student learning.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	Content matches standards and benchmark
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Content is appropriate for sixth grade learners.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Content is real world and relatable, giving students and understanding of the importance of what they are learning.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Students are able to make connections with other subject areas within many of the lessons.

19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	No bias or unfair information found.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	No inappropriate information found.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Benchmark and standards are clearly covered in the material.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	Many suggestions given to support students with extra lessons and activities (some require teachers to make materials, but nothing more than writing problems on index cards or post-its mostly).
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Online practice and activities given in teacher edition match with the main lessons.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Lessons are organized in a way that makes sense to the students.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	Lessons are organized and set up in a way that should keep students engaged throughout the lesson.
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Lessons are not "overloaded" with information. The instruction is organized well so students can understand content easily.

6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	3 - Fair Alignment	Students can have access to textbook digitally or in print.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	The textbook seems to be organized well and all information is easy to find and easy to read.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Turn and talk sections allow students to stay engaged. Having discussions with one another can help to motivate them to stay engaged with the instruction.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Modules are organized by Big Ideas, each lesson goes through the concepts that align with the Big Ideas.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Students are encouraged to answer questions either orally or by writing down answers about what they are learning or will be learning about.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	As students work through examples or guided problems, written instruction explains the concept further.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	Teacher edition gives suggestions for activities to support learners who need more instruction.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	Materials engaged students mentally, turn and talk could be considered physical engagement.

7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	The teacher edition includes many different suggestions to engage students and help those who need more support and extend learning for high achieving learners.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	Math problems taught by steps and explained thoroughly
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Instruction is focused on fluency and procedural knowledge.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	End of lessons have test prep
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	Students are asked to explain steps in finding answer and show steps; various assessment opportunities are given in the teacher edition
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	Teacher edition provides various differentiated learning suggestions and activities
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	Many opportunities for written and oral communication and group work.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	Various learning strategies are used throughout lessons.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	4 - Good Alignment	No CRT found in materials
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	No CRT found in materials

Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	No evidence of CRT found
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	4 - Good Alignment	No evidence of this found

A	B	C	D	E												
Bid #	Course	Title	Special Topics (Y/N)	Subject-Specific Standards Score												
1	454	Mathematics-Kindergrarten (Special Topics)	Y (see below)	4.1												
2	455	Mathematics-Grade One (Standards)	N	3.8												
3	456	Mathematics-Grade Two (Special Topics)	Y(see below)	4.9												
4	459	Mathematics-Grade Five (Standards)	N	3.9												
5	465	M/J Grade 6 Accelerated Mathematics (Standards)	N	3.8												
6	470	Pre-Calculus Honors (Special Topics)	Y(see below)	4.8												
7	471	Pre-Calculus Honors (Special Topics)	Y(see below)	4.2												
8		Functions Modeling Change														
9																
10																
11		Bid #454-Kindergrarten														
12	Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	3 - Fair Alignment	The section "supporting all learners" contains references to peoples/cultures/equity in the TE.													
13		Bid #456-Grade Two														
14	Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	3 - Fair Alignment	Attempts at multicultural teaching is evident. Ex - types of housing for different groups of people.													
15		Bid # 470-Precalculus Honors														
16	1. Section 1.2 #91-92 shows chart: global Carbon Emissions from Fossil Fuel Burning. Both say there is climate change but data doesn't show how burning fossil fuels relates to climate change and global warming. No source for data.	<p>For Exercises 91 and 92, refer to the following table:</p> <table border="1"> <thead> <tr> <th>YEAR</th> <th>MILLIONS OF TONS OF CARBON</th> </tr> </thead> <tbody> <tr> <td>1900</td> <td>500</td> </tr> <tr> <td>1925</td> <td>1000</td> </tr> <tr> <td>1950</td> <td>1500</td> </tr> <tr> <td>1975</td> <td>5000</td> </tr> <tr> <td>2000</td> <td>7000</td> </tr> </tbody> </table> <p>91. Climate Change: Global Warming. What is the average rate of change in global carbon emissions from fossil fuel burning from</p> <p>a. 1900 to 1950?</p> <p>b. 1950 to 2000?</p> <p>▶ Answer</p> <p>92. Climate Change: Global Warming. What is the average rate of change in global carbon emissions from fossil fuel burning from</p> <p>a. 1950 to 1975?</p> <p>b. 1975 to 2000?</p>	YEAR	MILLIONS OF TONS OF CARBON	1900	500	1925	1000	1950	1500	1975	5000	2000	7000		
YEAR	MILLIONS OF TONS OF CARBON															
1900	500															
1925	1000															
1950	1500															
1975	5000															
2000	7000															
17																

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Thursday, April 21, 2022 11:51 AM EDT
To: Bev.Jones@cengage.com <Bev.Jones@cengage.com>
CC: Seeds, Cathy; Baumbach, Amber; Rivers1, Angelia
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List
Attachment(s): "Cengage-Appeals K-12 Mathematics.xlsx", "image001.png"

Good morning,

Thank you so much for your inquiry. Attached is our initial findings from the review process of both standards alignment (full evaluations for materials attached) and any special topics findings. Only materials and standards that were rated at a 3-Fair or below, are of interest for the purpose of non-adoption. All findings are attached to this email and we welcome further conversation regarding these findings and ensuring all your materials are appropriate for Florida classrooms.

Also, please advise if you believe you have proprietary materials of a nature that would prevent the department from disclosing them as public records. If so, please identify the grounds for that claim.

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Jones, Beverly <Bev.Jones@cengage.com>
Sent: Wednesday, April 20, 2022 4:01 PM
To: Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

It was wonderful speaking with you this afternoon; thank you so much for reaching out to me. I really appreciate it.

What I am looking for is the evaluation rubric/score for our title, *Precalculus with Limits: A Graphing Approach 8th Edition*. We would like to look at that information in order to make an informed decision regarding an appeal.

I look forward to hopefully having that information by this Friday.

Have a wonderful rest of your day!

From: Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Sent: Wednesday, April 20, 2022 3:47 PM
To: Jones, Beverly <Bev.Jones@cengage.com>
Subject: [EXTERNAL] FW: 21-22 Instructional Materials Mathematics State Adopted List
Importance: High

Good afternoon Ms. Jones,

Thank you for calling the Office of Library Media and Instructional Materials at the Florida Department of Education. Please feel free to return my call at the phone number below at your earliest convenience.

Thanks,
Angelia Rivers
850-245-0853

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Wednesday, April 20, 2022 2:58 PM
To: Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: FW: 21-22 Instructional Materials Mathematics State Adopted List
Importance: High

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Jones, Beverly <Bev.Jones@cengage.com>
Sent: Tuesday, April 19, 2022 3:23 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List
Importance: High

Lauren

Is there any chance that we can we get a copy of the evaluation rubric so that we can see where we were deficient?

I searched the website, but was unable to find anything.

Thank you.

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Friday, April 15, 2022 2:23 PM
Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: [EXTERNAL] 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon publishers,

The 2021-2022 Mathematics Instructional materials State Adopted list is now available on our webpage here: [2021-2022 K-12 Mathematics Adoption list \(fldoe.org\)](#)

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

A	B	C																																																																																																																
Bid #	Course	Title																																																																																																																
448	Pre-Calculus Honors (Special Topics)	Precalculus with Limits: A Graphing Approach with CalcChar and CalcView																																																																																																																
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10	Bid 448-Precalculus Honors																																																																																																																	
11	<p>11. Demographics The list shows the percent of individuals living below the poverty level in 2016. Use a frequency distribution and <i>Latent Precision</i> (<i>Survival</i>, <i>U.S. Census Bureau</i>)</p> <p>DATA</p> <table border="1"> <tr><td>AK</td><td>10.9</td><td>AL</td><td>16.3</td><td>AR</td><td>16.1</td><td>AZ</td><td>16.6</td></tr> <tr><td>CA</td><td>11.0</td><td>CO</td><td>16.8</td><td>CT</td><td>10.1</td><td>DE</td><td>10.1</td></tr> <tr><td>DC</td><td>11.7</td><td>FL</td><td>16.8</td><td>HI</td><td>10.1</td><td>IA</td><td>10.1</td></tr> <tr><td>GA</td><td>11.7</td><td>IL</td><td>16.8</td><td>IN</td><td>12.7</td><td>KS</td><td>12.7</td></tr> <tr><td>HI</td><td>11.7</td><td>MD</td><td>16.8</td><td>LA</td><td>12.7</td><td>KY</td><td>12.7</td></tr> <tr><td>IA</td><td>12.4</td><td>MA</td><td>11.9</td><td>MI</td><td>11.9</td><td>MO</td><td>11.4</td></tr> <tr><td>IL</td><td>12.4</td><td>ME</td><td>11.8</td><td>MN</td><td>11.8</td><td>ND</td><td>10.9</td></tr> <tr><td>MS</td><td>20.1</td><td>MT</td><td>11.8</td><td>NY</td><td>14.4</td><td>OH</td><td>10.9</td></tr> <tr><td>NE</td><td>11.5</td><td>NC</td><td>11.9</td><td>OK</td><td>15.9</td><td>OR</td><td>14.4</td></tr> <tr><td>NM</td><td>11.5</td><td>ND</td><td>11.9</td><td>PA</td><td>11.9</td><td>RI</td><td>14.4</td></tr> <tr><td>NV</td><td>11.5</td><td>RI</td><td>11.7</td><td>SC</td><td>11.9</td><td>TX</td><td>14.4</td></tr> <tr><td>VT</td><td>11.5</td><td>SD</td><td>11.7</td><td>VA</td><td>11.9</td><td>WA</td><td>14.4</td></tr> <tr><td>WA</td><td>11.5</td><td>TX</td><td>16.7</td><td>WV</td><td>11.9</td><td>WI</td><td>11.1</td></tr> <tr><td>WV</td><td>11.5</td><td>VT</td><td>10.3</td><td>WY</td><td>10.3</td><td></td><td></td></tr> </table> <p>EXAMPLE 5 Spread of a Virus. A student returns from vacation with a contagious flu virus. The spread of the virus is modeled by</p> $x = \frac{1}{1 + 4000e^{-0.0001t}}$ <p>where x is the percentage of students infected after t days. The college will contact students who are infected after 2 students are infected.</p> <p>Algebraic Solution How many students are infected after 2 students are infected? How many students are infected after 5 students are infected?</p> <p>Graphical Solution Use the graphing utility to graph the function. Use the window settings shown to graph the function. How many students are infected after 2 students are infected? How many students are infected after 5 students are infected?</p> <p>Calculator Solution Use the graphing utility to graph the function. Use the window settings shown to graph the function. How many students are infected after 2 students are infected? How many students are infected after 5 students are infected?</p>		AK	10.9	AL	16.3	AR	16.1	AZ	16.6	CA	11.0	CO	16.8	CT	10.1	DE	10.1	DC	11.7	FL	16.8	HI	10.1	IA	10.1	GA	11.7	IL	16.8	IN	12.7	KS	12.7	HI	11.7	MD	16.8	LA	12.7	KY	12.7	IA	12.4	MA	11.9	MI	11.9	MO	11.4	IL	12.4	ME	11.8	MN	11.8	ND	10.9	MS	20.1	MT	11.8	NY	14.4	OH	10.9	NE	11.5	NC	11.9	OK	15.9	OR	14.4	NM	11.5	ND	11.9	PA	11.9	RI	14.4	NV	11.5	RI	11.7	SC	11.9	TX	14.4	VT	11.5	SD	11.7	VA	11.9	WA	14.4	WA	11.5	TX	16.7	WV	11.9	WI	11.1	WV	11.5	VT	10.3	WY	10.3		
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12	<p>2. Chapter 3 Example 5 is about the spread of a “contagious flu virus” that a student spreads.</p>																																																																																																																	
13																																																																																																																		

	D	E	F	G	H	I	J	
	Special Topics (Y/N) Y(See below)	Standards Score 4.8	Emailed	De	Evaluations	Appeal Filed	What Needs	Negotiation
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
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	K	L	M	N
1	Changes due	Content Specialist	Review	Sent:
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				

From: Emily Winston <emily.winston@larsontexts.com>

Sent: Wednesday, April 20, 2022 4:25 PM EDT

To: Rivers1; Angelia

CC: Seeds, Cathy; Baumbach, Amber; Hamilton, Lauren; Bob Onsi

Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Attachment(s):

"image002.png", "image003.png", "image004.png", "image005.png", "image006.png", "image007.png", "image008.png", "image009.png"

Good afternoon Ms. Rivers,

It was great speaking with you today! Per our conversation, I am formally requesting, on behalf of Big Ideas Learning, LLC, the following information:

All supporting documentation including, but not limited to rubrics and reviewers' comments related to the Inclusion of Special Topics that were found in the following courses:

Florida's B.E.S.T Standards for MATH Grade K

Bid ID: 298

Course ID: 5012020

Florida's B.E.S.T Standards for MATH Grade 1

Bid ID: 299

Course ID: 5012030

Florida's B.E.S.T Standards for MATH Grade 4

Bid ID: 302

Course ID: 5012060

The Subject-Specific Standards Scoring rubric and all supporting documentation for the following course:

Florida's B.E.S.T Standards for MATH Algebra 2 with CalcChat® and CalcView®

Bid ID: 311

Course ID: 1200330

Thank you in advance for your time and consideration in this matter. Big Ideas Learning stands ready, willing, and able to resolve all outstanding issues as soon as possible and greatly welcomes your help here. This is a matter of great importance to us.

Best regards,



Emily Winston

Senior State Adoptions Specialist

(877) 552-7766

emily.winston@bigideaslearning.com

www.bigideaslearning.com



From: Emily Winston

Sent: Monday, April 18, 2022 1:14 PM

To: Lauren.Hamilton@fldoe.org

Cc: Cathy.Seeds@fldoe.org; Amber.Baumbach@fldoe.org; Angelia.Rivers1@fldoe.org

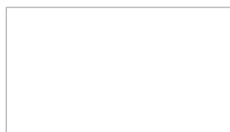
Subject: FW: 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon Ms. Hamilton,

Are the specifics of the review such as a rubric or reviewers' comments available to publishers so that we may respond appropriately?

Thank you in advance for your time!

Best regards,



Emily Winston

Senior State Adoptions Specialist

(877) 552-7766

emily.winston@bigideaslearning.com

www.bigideaslearning.com



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Friday, April 15, 2022 3:13 PM

Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

If you wish to appeal any adoption decision, please see our policies and procedures document on our instructional materials website. [POLICIES AND PROCEDURES \(fldoe.org\)](#)

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Hamilton, Lauren

Sent: Friday, April 15, 2022 2:23 PM

Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon publishers,

The 2021-2022 Mathematics Instructional materials State Adopted list is now available on our webpage here: [2021-2022 K-12 Mathematics Adoption list \(fldoe.org\)](#)

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Drew Parker <dparker@radeylaw.com>
Sent: Thursday, April 21, 2022 2:30 PM EDT
To: Hamilton; Lauren
CC: Baumbach, Amber; Seeds, Cathy; Richmond, James
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List
Attachment(s): "image002.png", "image003.png"

Lauren,

The entire GoMath K-5 series for Houghton Mifflin Harcourt is on the non-adopted, and therefore, no grade levels for GoMath k-5 are listed on that site. We need reviews for all grade levels of GoMath K-5, not just the ones where we received lower than a 4.0 score. We have reports for grades 1 and 5. We need them for K, 2, 3, and 4.

Thanks,

Drew Parker

M. Drew Parker
Radey Law Firm
Suite 200, 301 S. Bronough Street
Tallahassee, FL 32301
Telephone: (850) 425-6654
Direct: (850) 425-6681
Cell: (850) 491-5200
Facsimile: (850) 425-6694
Web: www.radeylaw.com



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From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Thursday, April 21, 2022 1:18 PM
To: Drew Parker <dparker@radeylaw.com>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Richmond, James <James.Richmond@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Hi Drew,

I apologize for any miscommunication, previously attached were the evaluations for non-adopted materials, as requested by HMH representatives. All evaluations for the adopted materials may be publicly found on www.flimadoption.org and you may search within the 'Adopted Materials' tab under Course, Company, Title or Subject. All reviewer evaluations will be located within each material.

Please let me know if you have any questions or concerns.

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400

850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Drew Parker <dparker@radeylaw.com>
Sent: Thursday, April 21, 2022 12:11 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Richmond, James <James.Richmond@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Lauren,

Thank you for the email and the documents. I believe that DOE has other documents responsive to my requests. Specifically, I requested all completed evaluations for Houghton Mifflin Harcourt's ("HMH") 2021-2022 Mathematics Instructional Materials. Can you please send me the evaluations/reviewer reports for the Mathematics Instructional Materials submitted by HMH which passed the subject-specific standards score and/or did not include special topics? I'm seeking all evaluations for HMH titles—not just the evaluations for the objectionable HMH titles on the Not Recommended List.

Best regards,

Drew Parker

M. Drew Parker
Radey Law Firm
Suite 200, 301 S. Bronough Street
Tallahassee, FL 32301
Telephone: (850) 425-6654
Direct: (850) 425-6681
Cell: (850) 491-5200
Facsimile: (850) 425-6694
Web: www.radeylaw.com

This e-mail, and any attachments thereto, is intended only for use by the addressee(s) named herein and may contain legally privileged and/or confidential information. If you are not the intended recipient of this e-mail, you are hereby notified that any dissemination, distribution or copying of this e-mail, and any attachments thereto, is strictly prohibited. If you have received this e-mail in error, please notify me by replying to this message and permanently delete the original and any copy of this e-mail and any printout thereof.

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Thursday, April 21, 2022 10:23 AM
To: Drew Parker <dparker@radeylaw.com>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: FW: 21-22 Instructional Materials Mathematics State Adopted List

Please see below information regarding your request.

Thanks,
Lauren

Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Hamilton, Lauren
Sent: Wednesday, April 20, 2022 4:26 PM
To: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>
Cc: Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Hi Tavi,

Thank you so much for your inquiry. Attached is our initial findings from the review process of both standards alignment(full evaluations for materials attached) and any special topics findings. Only materials and standards that were rated at a 3-Fair or below, are of interest for the purpose of non-adoption. All findings are attached to this email and we welcome further conversation regarding these findings and ensuring all your materials are appropriate for Florida classrooms.

Also, please advise if you believe you have proprietary materials of a nature that would prevent the department from disclosing them as public records. If so, please identify the grounds for that claim.

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>
Sent: Monday, April 18, 2022 9:27 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Jacobson, Lisa <Lisa.Jacobson@hnhco.com>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Good morning Lauren - HNH would like to request copies of all reviewer reports for HNH programs reviewed for this math adoption.

Thank you,
Tavi

Lataviance Taylor
Lead, Bids & Contracts Specialist
Business Desk, South Area

Houghton Mifflin Harcourt
9400 Southpark Center Loop
Orlando, FL 32819
Office: 407.345.2352
Fax: 407.352.1318
hnhco.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Friday, April 15, 2022 3:13 PM

Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

This message originated from outside your organization

If you wish to appeal any adoption decision, please see our policies and procedures document on our instructional materials website. [POLICIES AND PROCEDURES \(fldoe.org\)](#)

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Hamilton, Lauren

Sent: Friday, April 15, 2022 2:23 PM

Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon publishers,

The 2021-2022 Mathematics Instructional materials State Adopted list is now available on our webpage here: [2021-2022 K-12 Mathematics Adoption list \(fldoe.org\)](#)

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Thursday, April 21, 2022 11:48 AM EDT
To: Emily Winston; Rivers1, Angelia
CC: Seeds, Cathy; Baumbach, Amber; Bob Onsi
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List
Attachment(s): "Big Ideas-Appeals K-12 Mathematics.xlsx", "Bid 311-Algebra 2.pdf", "image001.png", "image002.png", "image003.png", "image004.png", "image005.png", "image006.png", "image007.png", "image008.png"

Good morning,

Thank you so much for your inquiry. Attached is our initial findings from the review process of both standards alignment (full evaluations for materials attached) and any special topics findings. Only materials and standards that were rated at a 3-Fair or below, are of interest for the purpose of non-adoption. All findings are attached to this email and we welcome further conversation regarding these findings and ensuring all your materials are appropriate for Florida classrooms.

Also, please advise if you believe you have proprietary materials of a nature that would prevent the department from disclosing them as public records. If so, please identify the grounds for that claim.

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Wednesday, April 20, 2022 4:26 PM
To: Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon Ms. Rivers,

It was great speaking with you today! Per our conversation, I am formally requesting, on behalf of Big Ideas Learning, LLC, the following information:

All supporting documentation including, but not limited to rubrics and reviewers' comments related to the Inclusion of Special Topics that were found in the following courses:

Florida's B.E.S.T Standards for MATH Grade K
Bid ID: 298
Course ID: 5012020

Florida's B.E.S.T Standards for MATH Grade 1
Bid ID: 299
Course ID: 5012030

Florida's B.E.S.T Standards for MATH Grade 4
Bid ID: 302
Course ID: 5012060

The Subject-Specific Standards Scoring rubric and all supporting documentation for the following course:
Florida's B.E.S.T Standards for MATH Algebra 2 with CalcChat® and CalcView®
Bid ID: 311
Course ID: 1200330

Thank you in advance for your time and consideration in this matter. Big Ideas Learning stands ready, willing, and able to resolve all outstanding issues as soon as possible and greatly welcomes your help here. This is a matter of great importance to us.

Best regards,

Emily Winston

Senior State Adoptions Specialist

(877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com



From: Emily Winston
Sent: Monday, April 18, 2022 1:14 PM
To: Lauren.Hamilton@fldoe.org
Cc: Cathy.Seeds@fldoe.org; Amber.Baumbach@fldoe.org; Angelia.Rivers1@fldoe.org
Subject: FW: 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon Ms. Hamilton,

Are the specifics of the review such as a rubric or reviewers' comments available to publishers so that we may respond appropriately?

Thank you in advance for your time!

Best regards,

Emily Winston

Senior State Adoptions Specialist

(877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Friday, April 15, 2022 3:13 PM
Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

If you wish to appeal any adoption decision, please see our policies and procedures document on our instructional materials website. [POLICIES AND PROCEDURES \(fldoe.org\)](#)

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
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Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
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FDOE_Public Schools Signature (005)

From: Hamilton, Lauren
Sent: Friday, April 15, 2022 2:23 PM
Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon publishers,

The 2021-2022 Mathematics Instructional materials State Adopted list is now available on our webpage here: [2021-2022 K-12 Mathematics Adoption list \(fldoe.org\)](#)

Thanks,
Lauren

Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
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FDOE_Public Schools Signature (005)

Reviewer's Name: Megan Hinson

Title: Florida's B.E.S.T. Standards for MATH Algebra 2 with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: [Algebra 2](#)

Bid ID: 311

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	Standards and benchmarks are well covered in the instructional materials. Laurie's notes are very helpful and should be used by teachers to help in the implementation of the curriculum. If used as the materials appear to be intended, students will have opportunities to be active learners and have time to reflect on their own learning. Some lessons are heavy on the content and may need to be broken up over more than one class period to give students an opportunity to digest what they are learning.

Standard	Description	Reviewer Rating	Rating Justification
MA.912.AR.1.1	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.	5 - Very Good Alignment	All different types of equations and expression opportunities to identify parts.
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	4.2 in particular does a great job covering this benchmark. The other lessons are partial use of the benchmark.
MA.912.AR.1.5	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	5 - Very Good Alignment	Great coverage of all parts of the benchmark.
MA.912.AR.1.6	Solve mathematical and real-world problems involving addition, subtraction, multiplication or division of polynomials.	4 - Good Alignment	Lots of mathematical examples but not as many opportunities with real-world.
MA.912.AR.1.8	Rewrite a polynomial expression as a product of polynomials over the real or complex number system.	5 - Very Good Alignment	All parts of benchmark covered well.
MA.912.AR.1.9	Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions.	5 - Very Good Alignment	Multiplying and dividing in one lesson, adding and subtracting in the other. Great coverage of benchmark.
MA.912.AR.3.2	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real and complex number systems.	5 - Very Good Alignment	All types of solving methods included with both algebraic and real-world examples.
MA.912.AR.3.3	Given a mathematical or real-world context, write and solve one-variable quadratic inequalities over the real number system.	4 - Good Alignment	The benchmark calls for one-variable quadratic inequalities.

	Represent solutions algebraically or graphically.		Instruction is all two-variable inequalities.
MA.912.AR.3.4	Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	5 - Very Good Alignment	2.3 and 2.4 fully cover the benchmark of writing a quadratic given each form.
MA.912.AR.3.8	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	Benchmark covered fully throughout linked lessons
MA.912.AR.3.9	Given a mathematical or real-world context, write two-variable quadratic inequalities to represent relationships between quantities from a graph or a written description.	5 - Very Good Alignment	Benchmark fully covered.
MA.912.AR.3.10	Given a mathematical or real-world context, graph the solution set to a two-variable quadratic inequality.	5 - Very Good Alignment	Benchmark fully covered.
MA.912.AR.4.2	Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically.	5 - Very Good Alignment	Great progression through what students need to be able to do to get to mastery.
MA.912.AR.4.4	Solve and graph mathematical and real-world problems that are modeled with absolute value functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	Set builder notation not included
MA.912.AR.5.2	Solve one-variable equations involving logarithms or exponential expressions. Interpret solutions as viable in terms of the context and identify any extraneous solutions.	5 - Very Good Alignment	Full coverage of benchmark
MA.912.AR.5.4	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	4 - Good Alignment	Alignment is there but explicit examples of everything needed to master the benchmark are needed.

MA.912.AR.5.5	Given an expression or equation representing an exponential function, reveal the constant percent rate of change per unit interval using the properties of exponents. Interpret the constant percent rate of change in terms of a real-world context.	3 - Fair Alignment	I didn't see any interpret the constant percent rate of change in terms of a real-world context.
MA.912.AR.5.7	Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context.	3 - Fair Alignment	All key features not addressed in instructional materials.
MA.912.AR.5.8	Given a table, equation or written description of a logarithmic function, graph that function and determine its key features.	3 - Fair Alignment	Domain and range not being represented in all ways included in clarification. Asymptotes not being identified with key features.
MA.912.AR.5.9	Solve and graph mathematical and real-world problems that are modeled with logarithmic functions. Interpret key features and determine constraints in terms of the context.	3 - Fair Alignment	Domain and range not being represented in all ways included in clarification. Asymptotes not being identified with key features.
MA.912.AR.6.1	Given a mathematical or real-world context, when suitable factorization is possible, solve one-variable polynomial equations of degree 3 or higher over the real and complex number systems.	5 - Very Good Alignment	Great examples.
MA.912.AR.6.5	Sketch a rough graph of a polynomial function of degree 3 or higher using zeros, multiplicity and knowledge of end behavior.	5 - Very Good Alignment	Great examples
MA.912.AR.7.1	Solve one-variable radical equations. Interpret solutions as viable in terms of context and identify any extraneous solutions.	5 - Very Good Alignment	Full coverage of benchmark included.
MA.912.AR.7.2	Given a table, equation or written description of a square root or cube root function, graph that function and determine its key features.	4 - Good Alignment	Relative maximums/minimums

			not covered as key features.
MA.912.AR.7.3	Solve and graph mathematical and real-world problems that are modeled with square root or cube root functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	Relative maximums/minimums not covered as key features.
MA.912.AR.8.1	Write and solve one-variable rational equations. Interpret solutions as viable in terms of the context and identify any extraneous solutions.	5 - Very Good Alignment	Great examples
MA.912.AR.8.2	Given a table, equation or written description of a rational function, graph that function and determine its key features.	5 - Very Good Alignment	Full coverage of benchmark
MA.912.AR.8.3	Solve and graph mathematical and real-world problems that are modeled with rational functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	No set builder notation
MA.912.AR.9.2	Given a mathematical or real-world context, solve a system consisting of a two-variable linear equation and a non-linear equation algebraically or graphically.	5 - Very Good Alignment	Full coverage of benchmark
MA.912.AR.9.3	Given a mathematical or real-world context, solve a system consisting of two-variable linear or non-linear equations algebraically or graphically.	5 - Very Good Alignment	Full coverage of benchmark
MA.912.AR.9.5	Graph the solution set of a system of two-variable inequalities.	5 - Very Good Alignment	Full coverage of benchmark
MA.912.AR.9.7	Given a real-world context, represent constraints as systems of linear and non-linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.	5 - Very Good Alignment	Full coverage of benchmark
MA.912.DP.2.8	Fit a quadratic function to bivariate numerical data that suggests a quadratic association and interpret any intercepts or the vertex of	5 - Very Good Alignment	Full coverage of benchmark

	the model. Use the model to solve real-world problems in terms of the context of the data.		
MA.912.DP.2.9	Fit an exponential function to bivariate numerical data that suggests an exponential association. Use the model to solve real-world problems in terms of the context of the data.	5 - Very Good Alignment	Full coverage of benchmark
MA.912.F.1.1	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.	5 - Very Good Alignment	Full coverage of benchmark
MA.912.F.1.7	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	2 - Poor Alignment	Key features not being compared. Students are finding key features but not comparing two functions.
MA.912.F.1.9	Determine whether a function is even, odd or neither when represented algebraically, graphically or in a table.	5 - Very Good Alignment	All forms provided in instruction to determine odd/even/neither.
MA.912.F.2.2	Identify the effect on the graph of a given function of two or more transformations defined by adding a real number to the x- or y- values or multiplying the x- or y- values by a real number.	5 - Very Good Alignment	Benchmark not specific about limits or requirements of which functions but transformations are covered well.
MA.912.F.2.3	Given the graph or table of $f(x)$ and the graph or table of $f(x)+k$, $kf(x)$, $f(kx)$ and $f(x+k)$, state the type of transformation and find the value of the real number k .	5 - Very Good Alignment	Benchmark not specific about limits or requirements of which functions but transformations are covered well.
MA.912.F.2.5	Given a table, equation or graph that represents a function, create a corresponding table, equation or graph of the transformed function defined by adding a real number to the x- or y-values or multiplying the x- or y-values by a real number.	5 - Very Good Alignment	Benchmark covered well.

MA.912.F.3.2	Given a mathematical or real-world context, combine two or more functions, limited to linear, quadratic, exponential and polynomial, using arithmetic operations. When appropriate, include domain restrictions for the new function.	4 - Good Alignment	Domain restrictions only given in set builder notation.
MA.912.F.3.4	Represent the composition of two functions algebraically or in a table. Determine the domain and range of the composite function.	5 - Very Good Alignment	Benchmark covered well.
MA.912.F.3.6	Determine whether an inverse function exists by analyzing tables, graphs and equations.	5 - Very Good Alignment	Benchmark covered well.
MA.912.F.3.7	Represent the inverse of a function algebraically, graphically or in a table. Use composition of functions to verify that one function is the inverse of the other.	5 - Very Good Alignment	Benchmark covered well.
MA.912.FL.3.1	Compare simple, compound and continuously compounded interest over time.	4 - Good Alignment	APR not mentioned in the instructional information
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	Benchmark covered well.
MA.912.FL.3.4	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.	5 - Very Good Alignment	Benchmark covered well.
MA.912.NSO.1.3	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents.	5 - Very Good Alignment	Great build and explanation to get to mastery of the benchmark.
MA.912.NSO.1.5	Add, subtract, multiply and divide algebraic expressions involving radicals.	5 - Very Good Alignment	Benchmark covered well.
MA.912.NSO.1.6	Given a numerical logarithmic expression, evaluate and generate equivalent numerical	5 - Very Good Alignment	Benchmark covered well.

	expressions using the properties of logarithms or exponents.		
MA.912.NSO.1.7	Given an algebraic logarithmic expression, generate an equivalent algebraic expression using the properties of logarithms or exponents.	5 - Very Good Alignment	Benchmark covered well.
MA.912.NSO.2.1	Extend previous understanding of the real number system to include the complex number system. Add, subtract, multiply and divide complex numbers.	5 - Very Good Alignment	Benchmark covered well.
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 	5 - Very Good Alignment	Opportunities throughout instructional materials.
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. 	5 - Very Good Alignment	Opportunities throughout instructional materials.

	<ul style="list-style-type: none"> • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 		
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 	5 - Very Good Alignment	Opportunities throughout instructional materials.
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. 	5 - Very Good Alignment	Opportunities throughout instructional materials.

	<ul style="list-style-type: none"> Construct possible arguments based on evidence. 		
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. 	5 - Very Good Alignment	Opportunities throughout instructional materials.
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. 	5 - Very Good Alignment	Opportunities throughout instructional materials.

MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	<p>5 - Very Good Alignment</p>	<p>Opportunities throughout instructional materials.</p>
ELA.K12.EE.1.1	<p>Cite evidence to explain and justify reasoning.</p>	<p>5 - Very Good Alignment</p>	<p>Opportunities throughout instructional materials.</p>
ELA.K12.EE.2.1	<p>Read and comprehend grade-level complex texts proficiently.</p>	<p>5 - Very Good Alignment</p>	<p>Opportunities throughout instructional materials.</p>
ELA.K12.EE.3.1	<p>Make inferences to support comprehension.</p>	<p>5 - Very Good Alignment</p>	<p>Opportunities throughout instructional materials.</p>
ELA.K12.EE.4.1	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>	<p>5 - Very Good Alignment</p>	<p>Opportunities throughout instructional materials.</p>
ELA.K12.EE.5.1	<p>Use the accepted rules governing a specific format to create quality work.</p>	<p>5 - Very Good Alignment</p>	<p>Opportunities throughout instructional materials.</p>
ELA.K12.EE.6.1	<p>Use appropriate voice and tone when speaking or writing.</p>	<p>5 - Very Good Alignment</p>	<p>Opportunities throughout instructional materials.</p>

ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	ELL resources throughout curriculum and teacher direction
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Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	Overall the instructional materials are really well done and well aligned to the standards and benchmarks.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	The content is written to the correct skill level required by the standards.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	The instructional materials are very well adaptable and useful for classroom instruction/use.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Several examples and extra examples given for each topic within every lesson.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	The level of treatment of content matches the standards.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	The level of treatment of content matches what students should be able to do at this level.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Some lessons have a lot included within them so will likely need to be broken into multiple class periods to cover all material sufficiently.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Reputable experts and resources cited reflect expert information for the subject.

9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Reputable experts and resources cited reflect expert information for the subject.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No typographical or visual errors were found.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	No bias or contradictions were found.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Materials include prevailing theories, concepts, standards and models used in Algebra 2.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	No mistakes or inconsistencies were found.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Content is up to date.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	The materials are presented in an appropriate and relevant context.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	The materials are presented in an appropriate and relevant context.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Content includes connections to life that should be meaningful to students.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Where appropriate interdisciplinary connections are included that should be meaningful to students.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	Materials are presented in a fair and unbiased way.

20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	Materials are presented with compassion, sympathy and consideration.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Overall the content of the benchmarks and standards are covered in the materials.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	Teacher materials give lots of suggestions and practice. Student materials have lots of opportunities for practice and reflection.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Materials well aligned.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	The instructional materials are organized in a consistent and logical manner.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Lots of visuals and appealing examples that are engaging.
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	Some lessons are heavy on the material but can be covered in a couple days.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	Font size adjustable, high contrast settings, text-to-speech tools, videos captioned, refreshable Braille displays, adjustable size, keyboard shortcuts, highlight options.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	The presentation of the materials meets/exceeds all requirements.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Opportunities to make predictions, turn and talk, and examples that are relevant should help to maintain learner motivation.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Some lessons have more than a few big ideas, sometimes too many
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Every lesson includes specific goals/outcomes.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	There is a progression of learning/questioning with more complex concepts.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Teachers can adapt examples easily to support learning differences/styles.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Lessons all include instructional strategies to make students active learners
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	The materials include organized activities that are logical extensions of content, goals, and objectives.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements are included throughout.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements are included throughout.

10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Lesson-by-lesson and chapter self-assessment, test prep,
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	The assessment strategies incorporated in the materials are effective in assessing the learners' performance.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	All student needs considered.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	ELA expectations and MTR standards are represented throughout the instructional materials.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	Great examples included, in the TE Laurie's notes and suggestions are great for questions to ask, things to anticipate and instructional strategies to implement.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No CRT included in instructional materials.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No CRT included in instructional materials.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No CRT included in instructional materials.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	SEL not included in instructional materials.

Reviewer's Name: Lori Metzler

Title: Florida's B.E.S.T. Standards for MATH Algebra 2 with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: [Algebra 2](#)

Bid ID: 311

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

4 - Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

Although the standards could not be found by the listed sections of the textbook, I did see the standards in other places. I am not sure how that happened. Overall, the textbook is well organized, easy to read, and provides a great resource for the Algebra 2 course.

Standard	Description	Reviewer Rating	Rating Justification
MA.912.AR.1.1	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.	5 - Very Good Alignment	Aligned well to the standard.
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	4 - Good Alignment	4.2 does not address this standard
MA.912.AR.1.5	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	4 - Good Alignment	4.3 & 7.4 do not address this standard.
MA.912.AR.1.6	Solve mathematical and real-world problems involving addition, subtraction, multiplication or division of polynomials.	2 - Poor Alignment	None of those sections address this standard.
MA.912.AR.1.8	Rewrite a polynomial expression as a product of polynomials over the real or complex number system.	3 - Fair Alignment	Many of these sections do not address this standard.
MA.912.AR.1.9	Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions.	2 - Poor Alignment	None of those sections address this standard.
MA.912.AR.3.2	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real and complex number systems.	2 - Poor Alignment	Chapter 3 is about Linear Functions.
MA.912.AR.3.3	Given a mathematical or real-world context, write and solve one-variable quadratic inequalities over the real number system. Represent solutions algebraically or graphically.	2 - Poor Alignment	Chapter 3 is about Linear Functions.
MA.912.AR.3.4	Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	2 - Poor Alignment	Chapter 2 is about Linear Inequalities

MA.912.AR.3.8	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context.	2 - Poor Alignment	Chapter 2 is about Linear Inequalities. Chapter 3 is about Linear Functions.
MA.912.AR.3.9	Given a mathematical or real-world context, write two-variable quadratic inequalities to represent relationships between quantities from a graph or a written description.	2 - Poor Alignment	Chapter 3 is about Linear Functions.
MA.912.AR.3.10	Given a mathematical or real-world context, graph the solution set to a two-variable quadratic inequality.	2 - Poor Alignment	Chapter 3 is about Linear Functions.
MA.912.AR.4.2	Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically.	1 - Very Poor/No Alignment	There are no inequalities addressed in this section.
MA.912.AR.4.4	Solve and graph mathematical and real-world problems that are modeled with absolute value functions. Interpret key features and determine constraints in terms of the context.	1 - Very Poor/No Alignment	This section addresses literal equations.
MA.912.AR.5.2	Solve one-variable equations involving logarithms or exponential expressions. Interpret solutions as viable in terms of the context and identify any extraneous solutions.	1 - Very Poor/No Alignment	There is no section 6.6 in the textbook.
MA.912.AR.5.4	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	2 - Poor Alignment	6.1 is about Properties of Exponents. There is no section 6.7.
MA.912.AR.5.5	Given an expression or equation representing an exponential function, reveal the constant percent rate of change per unit interval using the properties of exponents. Interpret the constant percent rate of change in terms of a real-world context.	3 - Fair Alignment	The standard is somewhat addressed.
MA.912.AR.5.7	Solve and graph mathematical and real-world problems that are modeled with exponential	4 - Good Alignment	The standard is addressed.

	functions. Interpret key features and determine constraints in terms of the context.		
MA.912.AR.5.8	Given a table, equation or written description of a logarithmic function, graph that function and determine its key features.	4 - Good Alignment	The standard is addressed.
MA.912.AR.5.9	Solve and graph mathematical and real-world problems that are modeled with logarithmic functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	The standard is addressed.
MA.912.AR.6.1	Given a mathematical or real-world context, when suitable factorization is possible, solve one-variable polynomial equations of degree 3 or higher over the real and complex number systems.	1 - Very Poor/No Alignment	4.5 is about Scatter Plots and Lines of Fit.
MA.912.AR.6.5	Sketch a rough graph of a polynomial function of degree 3 or higher using zeros, multiplicity and knowledge of end behavior.	1 - Very Poor/No Alignment	Chapter 4 is Linear Functions.
MA.912.AR.7.1	Solve one-variable radical equations. Interpret solutions as viable in terms of context and identify any extraneous solutions.	1 - Very Poor/No Alignment	5.5 is Solving Equations by Graphing
MA.912.AR.7.2	Given a table, equation or written description of a square root or cube root function, graph that function and determine its key features.	1 - Very Poor/No Alignment	5.3 & 5.4 are about Solving Systems. There is no section 5.8.
MA.912.AR.7.3	Solve and graph mathematical and real-world problems that are modeled with square root or cube root functions. Interpret key features and determine constraints in terms of the context.	1 - Very Poor/No Alignment	5.3 & 5.4 are about Solving Systems
MA.912.AR.8.1	Write and solve one-variable rational equations. Interpret solutions as viable in terms of the context and identify any extraneous solutions.	1 - Very Poor/No Alignment	Standard is not addressed.
MA.912.AR.8.2	Given a table, equation or written description of a rational function, graph that function and determine its key features.	1 - Very Poor/No Alignment	Standard is not addressed.

MA.912.AR.8.3	Solve and graph mathematical and real-world problems that are modeled with rational functions. Interpret key features and determine constraints in terms of the context.	1 - Very Poor/No Alignment	Standard is not addressed.
MA.912.AR.9.2	Given a mathematical or real-world context, solve a system consisting of a two-variable linear equation and a non-linear equation algebraically or graphically.	4 - Good Alignment	Standard is addressed.
MA.912.AR.9.3	Given a mathematical or real-world context, solve a system consisting of two-variable linear or non-linear equations algebraically or graphically.	4 - Good Alignment	Standard is addressed.
MA.912.AR.9.5	Graph the solution set of a system of two-variable inequalities.	3 - Fair Alignment	3.7 is about Transformations.
MA.912.AR.9.7	Given a real-world context, represent constraints as systems of linear and non-linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.	2 - Poor Alignment	Standard is not addressed.
MA.912.DP.2.8	Fit a quadratic function to bivariate numerical data that suggests a quadratic association and interpret any intercepts or the vertex of the model. Use the model to solve real-world problems in terms of the context of the data.	1 - Very Poor/No Alignment	2.4 is solving multi-step inequalities
MA.912.DP.2.9	Fit an exponential function to bivariate numerical data that suggests an exponential association. Use the model to solve real-world problems in terms of the context of the data.	1 - Very Poor/No Alignment	There is no 6.7.
MA.912.F.1.1	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.	4 - Good Alignment	Standard is addressed.
MA.912.F.1.7	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	2 - Poor Alignment	Standard is not addressed.

MA.912.F.1.9	Determine whether a function is even, odd or neither when represented algebraically, graphically or in a table.	4 - Good Alignment	Standard is addressed.
MA.912.F.2.2	Identify the effect on the graph of a given function of two or more transformations defined by adding a real number to the x- or y- values or multiplying the x- or y- values by a real number.	1 - Very Poor/No Alignment	Standard is not addressed.
MA.912.F.2.3	Given the graph or table of $f(x)$ and the graph or table of $f(x)+k$, $kf(x)$, $f(kx)$ and $f(x+k)$, state the type of transformation and find the value of the real number k .	1 - Very Poor/No Alignment	Standard is not addressed.
MA.912.F.2.5	Given a table, equation or graph that represents a function, create a corresponding table, equation or graph of the transformed function defined by adding a real number to the x- or y-values or multiplying the x- or y-values by a real number.	1 - Very Poor/No Alignment	Standard is not addressed.
MA.912.F.3.2	Given a mathematical or real-world context, combine two or more functions, limited to linear, quadratic, exponential and polynomial, using arithmetic operations. When appropriate, include domain restrictions for the new function.	1 - Very Poor/No Alignment	Standard is not addressed. There is no section 6.6.
MA.912.F.3.4	Represent the composition of two functions algebraically or in a table. Determine the domain and range of the composite function.	1 - Very Poor/No Alignment	Standard is not addressed.
MA.912.F.3.6	Determine whether an inverse function exists by analyzing tables, graphs and equations.	1 - Very Poor/No Alignment	Standard is not addressed. There is no section 5.8.
MA.912.F.3.7	Represent the inverse of a function algebraically, graphically or in a table. Use composition of functions to verify that one function is the inverse of the other.	2 - Poor Alignment	There is no section 5.8.
MA.912.FL.3.1	Compare simple, compound and continuously compounded interest over time.	1 - Very Poor/No Alignment	Standard is not addressed.

MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	1 - Very Poor/No Alignment	Standard is not addressed.
MA.912.FL.3.4	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.	1 - Very Poor/No Alignment	Standard is not addressed.
MA.912.NSO.1.3	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents.	2 - Poor Alignment	Standard is not addressed in that section. It is in 6.1.
MA.912.NSO.1.5	Add, subtract, multiply and divide algebraic expressions involving radicals.	2 - Poor Alignment	Standard is not addressed in that section. It is in 6.2.
MA.912.NSO.1.6	Given a numerical logarithmic expression, evaluate and generate equivalent numerical expressions using the properties of logarithms or exponents.	1 - Very Poor/No Alignment	Standard is not addressed.
MA.912.NSO.1.7	Given an algebraic logarithmic expression, generate an equivalent algebraic expression using the properties of logarithms or exponents.	1 - Very Poor/No Alignment	Standard is not addressed.
MA.912.NSO.2.1	Extend previous understanding of the real number system to include the complex number system. Add, subtract, multiply and divide complex numbers.	1 - Very Poor/No Alignment	Standard is not addressed. 3.2 is about functions.
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. 	3 - Fair Alignment	Some evidence of MTR 1.

	<ul style="list-style-type: none"> Help and support each other when attempting a new method or approach. 		
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. 	4 - Good Alignment	Some evidence of MTR 2.
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. 	3 - Fair Alignment	Some evidence of MTR 3.

<p>MA.K12.MTR.4.1</p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	<p>5 - Very Good Alignment</p>	<p>Lots of examples of MTR 4.</p>
<p>MA.K12.MTR.5.1</p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. 	<p>5 - Very Good Alignment</p>	<p>Lots of examples of MTR 5.</p>

MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. 	<p>1 - Very Poor/No Alignment</p>	<p>No evidence of MTR 6.</p>
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	<p>5 - Very Good Alignment</p>	<p>Lots of examples of MTR 7.</p>
ELA.K12.EE.1.1	<p>Cite evidence to explain and justify reasoning.</p>	<p>4 - Good Alignment</p>	<p>Standard is addressed.</p>
ELA.K12.EE.2.1	<p>Read and comprehend grade-level complex texts proficiently.</p>	<p>4 - Good Alignment</p>	<p>Standard is addressed.</p>
ELA.K12.EE.3.1	<p>Make inferences to support comprehension.</p>	<p>4 - Good Alignment</p>	<p>Standard is addressed.</p>
ELA.K12.EE.4.1	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>	<p>4 - Good Alignment</p>	<p>Standard is addressed.</p>

ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Standard is addressed.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Standard is addressed.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Standard is addressed.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Although the listed sections did not correlate to the standards. The standards are present in the resoureces.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Meets the skill level.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Yes
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Examples are well presented.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Yes
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	Yes
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	yes
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	yes

9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	yes
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	yes
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	yes
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	yes
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	yes
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	yes
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	yes
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	yes
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	yes
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	yes
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	yes
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and	5 - Very Good Alignment	yes

inhumane treatment. (An exception may be necessary for units covering animal welfare).		
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	yes

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	yes
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Textbook is well organized.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	yes
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	yes
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	yes
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	yes
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	Presented well.

Learning	Reviewer Rating	Rating Justification
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1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Some are present.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	yes
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	yes
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	yes
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	yes
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	yes
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	Very well organized
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	Notes on the side
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	yes
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	yes
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	yes
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	yes

13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	The MTRs were very well noted
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	yes

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	The materials align.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	None noted
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	None noted
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	None noted

	A	B	C	D
	Bid #	Course	Title	Special Topics (Y/N)
1	298	Mathematics-Kindergarten (Special Topics)	Florida's B.E.S.T. Standards for MATH Grade K	Y(See below)
2	299	Mathematics-Grade One (Special Topics)	Florida's B.E.S.T. Standards for MATH Grade 1	Y(See below)
3	302	Mathematics-Grade Four (Special Topics)	Florida's B.E.S.T. Standards for MATH Grade 4	Y(See below)
4	311	Algebra 2 (Standards)	Florida's B.E.S.T. Standards for MATH Algebra 2 with CalcChar® and CalcView	N
5				
6				
7				
8				
9				
10				
11				
12				
13			Special Topic Evidence	
14			Bid 298-Grade K	
15	Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	3 - Fair Alignment	The introductory pages say that the Math Musicals incorporate SEL. These are extra activities and not part of the core program, as far as I can tell. The Math Musicals could also be used without asking the SEL discussion questions.	
16			Bid 299-Grade 1	
17	Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	2 - Poor Alignment	social emotional learning addressed in Math musicals but seem to be appropriately directed	
18			Bid 302-Grade 4	
19	Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	1 - Very Poor/No Alignment	Lesson videos include SEL lessons within the content lesson.	

	E	F	G	H	I	J	K	L	M	N
1	Standards Score	Emailed De	Evaluations	Appeal Filed	What Needs	Negotiation	Changes due	Content Specialist	Review	Sent:
2	4.8									
3	4.8									
4	4.1									
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From: Emily Winston <emily.winston@larsontexts.com>

Sent: Thursday, April 21, 2022 12:28 PM EDT

To: Hamilton, Lauren; Rivers1, Angelia

CC: Seeds, Cathy; Baumbach, Amber; Bob Onsi

Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Attachment(s): "Bid 311-Algebra

2.pdf", "image002.png", "image003.png", "image004.png", "image005.png", "image006.png", "image007.png", "image008.png", "image009.png"

Ms. Hamilton,

Thank you for providing this information! We are in the process of reviewing the documents, but we have a quick initial question regarding the decision for Algebra 2. In the Final Recommendation section, both reviewers on the attached PDF selected "Yes" next to "Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?". One reviewer selected "5-Very Good Alignment" and the other selected "4-Good Alignment" next to "How would you rate the overall usability of the instructional material?". Their final recommendation comments were positive as well, so we are having trouble understanding how our final standards score was a 3.4. Could you provide more clarification on that?

Thank you!

Emily Winston

Senior State Adoptions Specialist

(877) 552-7766

emily.winston@bigideaslearning.com

www.bigideaslearning.com



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Thursday, April 21, 2022 11:48 AM

To: Emily Winston <emily.winston@larsontexts.com>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Bob Onsi <bonsi@larsontexts.com>

Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Good morning,

Thank you so much for your inquiry. Attached is our initial findings from the review process of both standards alignment (full evaluations for materials attached) and any special topics findings. Only materials and standards that were rated at a 3-Fair or below, are of interest for the purpose of non-adoption. All findings are attached to this email and we welcome further conversation regarding these findings and ensuring all your materials are appropriate for Florida classrooms.

Also, please advise if you believe you have proprietary materials of a nature that would prevent the department from disclosing them as public records. If so, please identify the grounds for that claim.

Lauren Hamilton

Instructional Materials Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street, Suite 424

Tallahassee, FL 32399-0400

850-245-0882 Office

850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>

Sent: Wednesday, April 20, 2022 4:26 PM

To: Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Bob Onsi <bonsi@larsontexts.com>

Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon Ms. Rivers,

It was great speaking with you today! Per our conversation, I am formally requesting, on behalf of Big Ideas Learning, LLC, the following information:

All supporting documentation including, but not limited to rubrics and reviewers' comments related to the Inclusion of Special Topics that were found in the following courses:

Florida's B.E.S.T Standards for MATH Grade K

Bid ID: 298

Course ID: 5012020

Florida's B.E.S.T Standards for MATH Grade 1

Bid ID: 299

Course ID: 5012030

Florida's B.E.S.T Standards for MATH Grade 4

Bid ID: 302

Course ID: 5012060

The Subject-Specific Standards Scoring rubric and all supporting documentation for the following course:


Florida's B.E.S.T Standards for MATH Algebra 2 with CalcChat® and CalcView®

Bid ID: 311

Course ID: 1200330

Thank you in advance for your time and consideration in this matter. Big Ideas Learning stands ready, willing, and able to resolve all outstanding issues as soon as possible and greatly welcomes your help here. This is a matter of great importance to us.

Best regards,

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Emily Winston

Sent: Monday, April 18, 2022 1:14 PM

To: Lauren.Hamilton@fldoe.org

Cc: Cathy.Seeds@fldoe.org; Amber.Baumbach@fldoe.org; Angelia.Rivers1@fldoe.org


Subject: FW: 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon Ms. Hamilton,

Are the specifics of the review such as a rubric or reviewers' comments available to publishers so that we may respond appropriately?

Thank you in advance for your time!

Best regards,

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Friday, April 15, 2022 3:13 PM

Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

If you wish to appeal any adoption decision, please see our policies and procedures document on our instructional materials website. [POLICIES AND PROCEDURES \(fldoe.org\)](http://fldoe.org/POLICIES_AND_PROCEDURES)

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
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Florida Department of Education
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FDOE_Public Schools Signature (005)

From: Hamilton, Lauren
Sent: Friday, April 15, 2022 2:23 PM
Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon publishers,

The 2021-2022 Mathematics Instructional materials State Adopted list is now available on our webpage here: [2021-2022 K-12 Mathematics Adoption list \(fldoe.org\)](#)

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
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Florida Department of Education
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Tallahassee, FL 32399-0400
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FDOE_Public Schools Signature (005)

Reviewer's Name: Megan Hinson

Title: Florida's B.E.S.T. Standards for MATH Algebra 2 with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: [Algebra 2](#)

Bid ID: 311

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	Standards and benchmarks are well covered in the instructional materials. Laurie's notes are very helpful and should be used by teachers to help in the implementation of the curriculum. If used as the materials appear to be intended, students will have opportunities to be active learners and have time to reflect on their own learning. Some lessons are heavy on the content and may need to be broken up over more than one class period to give students an opportunity to digest what they are learning.

Standard	Description	Reviewer Rating	Rating Justification
MA.912.AR.1.1	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.	5 - Very Good Alignment	All different types of equations and expression opportunities to identify parts.
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	4.2 in particular does a great job covering this benchmark. The other lessons are partial use of the benchmark.
MA.912.AR.1.5	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	5 - Very Good Alignment	Great coverage of all parts of the benchmark.
MA.912.AR.1.6	Solve mathematical and real-world problems involving addition, subtraction, multiplication or division of polynomials.	4 - Good Alignment	Lots of mathematical examples but not as many opportunities with real-world.
MA.912.AR.1.8	Rewrite a polynomial expression as a product of polynomials over the real or complex number system.	5 - Very Good Alignment	All parts of benchmark covered well.
MA.912.AR.1.9	Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions.	5 - Very Good Alignment	Multiplying and dividing in one lesson, adding and subtracting in the other. Great coverage of benchmark.
MA.912.AR.3.2	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real and complex number systems.	5 - Very Good Alignment	All types of solving methods included with both algebraic and real-world examples.
MA.912.AR.3.3	Given a mathematical or real-world context, write and solve one-variable quadratic inequalities over the real number system.	4 - Good Alignment	The benchmark calls for one-variable quadratic inequalities.

	Represent solutions algebraically or graphically.		Instruction is all two-variable inequalities.
MA.912.AR.3.4	Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	5 - Very Good Alignment	2.3 and 2.4 fully cover the benchmark of writing a quadratic given each form.
MA.912.AR.3.8	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	Benchmark covered fully throughout linked lessons
MA.912.AR.3.9	Given a mathematical or real-world context, write two-variable quadratic inequalities to represent relationships between quantities from a graph or a written description.	5 - Very Good Alignment	Benchmark fully covered.
MA.912.AR.3.10	Given a mathematical or real-world context, graph the solution set to a two-variable quadratic inequality.	5 - Very Good Alignment	Benchmark fully covered.
MA.912.AR.4.2	Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically.	5 - Very Good Alignment	Great progression through what students need to be able to do to get to mastery.
MA.912.AR.4.4	Solve and graph mathematical and real-world problems that are modeled with absolute value functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	Set builder notation not included
MA.912.AR.5.2	Solve one-variable equations involving logarithms or exponential expressions. Interpret solutions as viable in terms of the context and identify any extraneous solutions.	5 - Very Good Alignment	Full coverage of benchmark
MA.912.AR.5.4	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	4 - Good Alignment	Alignment is there but explicit examples of everything needed to master the benchmark are needed.

MA.912.AR.5.5	Given an expression or equation representing an exponential function, reveal the constant percent rate of change per unit interval using the properties of exponents. Interpret the constant percent rate of change in terms of a real-world context.	3 - Fair Alignment	I didn't see any interpret the constant percent rate of change in terms of a real-world context.
MA.912.AR.5.7	Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context.	3 - Fair Alignment	All key features not addressed in instructional materials.
MA.912.AR.5.8	Given a table, equation or written description of a logarithmic function, graph that function and determine its key features.	3 - Fair Alignment	Domain and range not being represented in all ways included in clarification. Asymptotes not being identified with key features.
MA.912.AR.5.9	Solve and graph mathematical and real-world problems that are modeled with logarithmic functions. Interpret key features and determine constraints in terms of the context.	3 - Fair Alignment	Domain and range not being represented in all ways included in clarification. Asymptotes not being identified with key features.
MA.912.AR.6.1	Given a mathematical or real-world context, when suitable factorization is possible, solve one-variable polynomial equations of degree 3 or higher over the real and complex number systems.	5 - Very Good Alignment	Great examples.
MA.912.AR.6.5	Sketch a rough graph of a polynomial function of degree 3 or higher using zeros, multiplicity and knowledge of end behavior.	5 - Very Good Alignment	Great examples
MA.912.AR.7.1	Solve one-variable radical equations. Interpret solutions as viable in terms of context and identify any extraneous solutions.	5 - Very Good Alignment	Full coverage of benchmark included.
MA.912.AR.7.2	Given a table, equation or written description of a square root or cube root function, graph that function and determine its key features.	4 - Good Alignment	Relative maximums/minimums

			not covered as key features.
MA.912.AR.7.3	Solve and graph mathematical and real-world problems that are modeled with square root or cube root functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	Relative maximums/minimums not covered as key features.
MA.912.AR.8.1	Write and solve one-variable rational equations. Interpret solutions as viable in terms of the context and identify any extraneous solutions.	5 - Very Good Alignment	Great examples
MA.912.AR.8.2	Given a table, equation or written description of a rational function, graph that function and determine its key features.	5 - Very Good Alignment	Full coverage of benchmark
MA.912.AR.8.3	Solve and graph mathematical and real-world problems that are modeled with rational functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	No set builder notation
MA.912.AR.9.2	Given a mathematical or real-world context, solve a system consisting of a two-variable linear equation and a non-linear equation algebraically or graphically.	5 - Very Good Alignment	Full coverage of benchmark
MA.912.AR.9.3	Given a mathematical or real-world context, solve a system consisting of two-variable linear or non-linear equations algebraically or graphically.	5 - Very Good Alignment	Full coverage of benchmark
MA.912.AR.9.5	Graph the solution set of a system of two-variable inequalities.	5 - Very Good Alignment	Full coverage of benchmark
MA.912.AR.9.7	Given a real-world context, represent constraints as systems of linear and non-linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.	5 - Very Good Alignment	Full coverage of benchmark
MA.912.DP.2.8	Fit a quadratic function to bivariate numerical data that suggests a quadratic association and interpret any intercepts or the vertex of	5 - Very Good Alignment	Full coverage of benchmark

	the model. Use the model to solve real-world problems in terms of the context of the data.		
MA.912.DP.2.9	Fit an exponential function to bivariate numerical data that suggests an exponential association. Use the model to solve real-world problems in terms of the context of the data.	5 - Very Good Alignment	Full coverage of benchmark
MA.912.F.1.1	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.	5 - Very Good Alignment	Full coverage of benchmark
MA.912.F.1.7	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	2 - Poor Alignment	Key features not being compared. Students are finding key features but not comparing two functions.
MA.912.F.1.9	Determine whether a function is even, odd or neither when represented algebraically, graphically or in a table.	5 - Very Good Alignment	All forms provided in instruction to determine odd/even/neither.
MA.912.F.2.2	Identify the effect on the graph of a given function of two or more transformations defined by adding a real number to the x- or y- values or multiplying the x- or y- values by a real number.	5 - Very Good Alignment	Benchmark not specific about limits or requirements of which functions but transformations are covered well.
MA.912.F.2.3	Given the graph or table of $f(x)$ and the graph or table of $f(x)+k$, $kf(x)$, $f(kx)$ and $f(x+k)$, state the type of transformation and find the value of the real number k .	5 - Very Good Alignment	Benchmark not specific about limits or requirements of which functions but transformations are covered well.
MA.912.F.2.5	Given a table, equation or graph that represents a function, create a corresponding table, equation or graph of the transformed function defined by adding a real number to the x- or y-values or multiplying the x- or y-values by a real number.	5 - Very Good Alignment	Benchmark covered well.

MA.912.F.3.2	Given a mathematical or real-world context, combine two or more functions, limited to linear, quadratic, exponential and polynomial, using arithmetic operations. When appropriate, include domain restrictions for the new function.	4 - Good Alignment	Domain restrictions only given in set builder notation.
MA.912.F.3.4	Represent the composition of two functions algebraically or in a table. Determine the domain and range of the composite function.	5 - Very Good Alignment	Benchmark covered well.
MA.912.F.3.6	Determine whether an inverse function exists by analyzing tables, graphs and equations.	5 - Very Good Alignment	Benchmark covered well.
MA.912.F.3.7	Represent the inverse of a function algebraically, graphically or in a table. Use composition of functions to verify that one function is the inverse of the other.	5 - Very Good Alignment	Benchmark covered well.
MA.912.FL.3.1	Compare simple, compound and continuously compounded interest over time.	4 - Good Alignment	APR not mentioned in the instructional information
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	Benchmark covered well.
MA.912.FL.3.4	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.	5 - Very Good Alignment	Benchmark covered well.
MA.912.NSO.1.3	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents.	5 - Very Good Alignment	Great build and explanation to get to mastery of the benchmark.
MA.912.NSO.1.5	Add, subtract, multiply and divide algebraic expressions involving radicals.	5 - Very Good Alignment	Benchmark covered well.
MA.912.NSO.1.6	Given a numerical logarithmic expression, evaluate and generate equivalent numerical	5 - Very Good Alignment	Benchmark covered well.

	expressions using the properties of logarithms or exponents.		
MA.912.NSO.1.7	Given an algebraic logarithmic expression, generate an equivalent algebraic expression using the properties of logarithms or exponents.	5 - Very Good Alignment	Benchmark covered well.
MA.912.NSO.2.1	Extend previous understanding of the real number system to include the complex number system. Add, subtract, multiply and divide complex numbers.	5 - Very Good Alignment	Benchmark covered well.
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 	5 - Very Good Alignment	Opportunities throughout instructional materials.
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. 	5 - Very Good Alignment	Opportunities throughout instructional materials.

	<ul style="list-style-type: none"> • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 		
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 	5 - Very Good Alignment	Opportunities throughout instructional materials.
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. 	5 - Very Good Alignment	Opportunities throughout instructional materials.

	<ul style="list-style-type: none"> Construct possible arguments based on evidence. 		
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. 	5 - Very Good Alignment	Opportunities throughout instructional materials.
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. 	5 - Very Good Alignment	Opportunities throughout instructional materials.

MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	<p>5 - Very Good Alignment</p>	<p>Opportunities throughout instructional materials.</p>
ELA.K12.EE.1.1	<p>Cite evidence to explain and justify reasoning.</p>	<p>5 - Very Good Alignment</p>	<p>Opportunities throughout instructional materials.</p>
ELA.K12.EE.2.1	<p>Read and comprehend grade-level complex texts proficiently.</p>	<p>5 - Very Good Alignment</p>	<p>Opportunities throughout instructional materials.</p>
ELA.K12.EE.3.1	<p>Make inferences to support comprehension.</p>	<p>5 - Very Good Alignment</p>	<p>Opportunities throughout instructional materials.</p>
ELA.K12.EE.4.1	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>	<p>5 - Very Good Alignment</p>	<p>Opportunities throughout instructional materials.</p>
ELA.K12.EE.5.1	<p>Use the accepted rules governing a specific format to create quality work.</p>	<p>5 - Very Good Alignment</p>	<p>Opportunities throughout instructional materials.</p>
ELA.K12.EE.6.1	<p>Use appropriate voice and tone when speaking or writing.</p>	<p>5 - Very Good Alignment</p>	<p>Opportunities throughout instructional materials.</p>

ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	ELL resources throughout curriculum and teacher direction
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Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	Overall the instructional materials are really well done and well aligned to the standards and benchmarks.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	The content is written to the correct skill level required by the standards.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	The instructional materials are very well adaptable and useful for classroom instruction/use.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Several examples and extra examples given for each topic within every lesson.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	The level of treatment of content matches the standards.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	The level of treatment of content matches what students should be able to do at this level.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Some lessons have a lot included within them so will likely need to be broken into multiple class periods to cover all material sufficiently.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Reputable experts and resources cited reflect expert information for the subject.

9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Reputable experts and resources cited reflect expert information for the subject.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No typographical or visual errors were found.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	No bias or contradictions were found.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Materials include prevailing theories, concepts, standards and models used in Algebra 2.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	No mistakes or inconsistencies were found.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Content is up to date.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	The materials are presented in an appropriate and relevant context.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	The materials are presented in an appropriate and relevant context.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Content includes connections to life that should be meaningful to students.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Where appropriate interdisciplinary connections are included that should be meaningful to students.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	Materials are presented in a fair and unbiased way.

20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	Materials are presented with compassion, sympathy and consideration.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Overall the content of the benchmarks and standards are covered in the materials.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	Teacher materials give lots of suggestions and practice. Student materials have lots of opportunities for practice and reflection.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Materials well aligned.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	The instructional materials are organized in a consistent and logical manner.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Lots of visuals and appealing examples that are engaging.
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	Some lessons are heavy on the material but can be covered in a couple days.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	Font size adjustable, high contrast settings, text-to-speech tools, videos captioned, refreshable Braille displays, adjustable size, keyboard shortcuts, highlight options.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	The presentation of the materials meets/exceeds all requirements.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Opportunities to make predictions, turn and talk, and examples that are relevant should help to maintain learner motivation.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Some lessons have more than a few big ideas, sometimes too many
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Every lesson includes specific goals/outcomes.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	There is a progression of learning/questioning with more complex concepts.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Teachers can adapt examples easily to support learning differences/styles.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Lessons all include instructional strategies to make students active learners
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	The materials include organized activities that are logical extensions of content, goals, and objectives.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements are included throughout.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements are included throughout.

10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Lesson-by-lesson and chapter self-assessment, test prep,
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	The assessment strategies incorporated in the materials are effective in assessing the learners' performance.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	All student needs considered.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	ELA expectations and MTR standards are represented throughout the instructional materials.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	Great examples included, in the TE Laurie's notes and suggestions are great for questions to ask, things to anticipate and instructional strategies to implement.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No CRT included in instructional materials.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No CRT included in instructional materials.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No CRT included in instructional materials.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	SEL not included in instructional materials.

Reviewer's Name: Lori Metzler

Title: Florida's B.E.S.T. Standards for MATH Algebra 2 with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: [Algebra 2](#)

Bid ID: 311

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

4 - Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

Although the standards could not be found by the listed sections of the textbook, I did see the standards in other places. I am not sure how that happened. Overall, the textbook is well organized, easy to read, and provides a great resource for the Algebra 2 course.

Standard	Description	Reviewer Rating	Rating Justification
MA.912.AR.1.1	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.	5 - Very Good Alignment	Aligned well to the standard.
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	4 - Good Alignment	4.2 does not address this standard
MA.912.AR.1.5	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	4 - Good Alignment	4.3 & 7.4 do not address this standard.
MA.912.AR.1.6	Solve mathematical and real-world problems involving addition, subtraction, multiplication or division of polynomials.	2 - Poor Alignment	None of those sections address this standard.
MA.912.AR.1.8	Rewrite a polynomial expression as a product of polynomials over the real or complex number system.	3 - Fair Alignment	Many of these sections do not address this standard.
MA.912.AR.1.9	Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions.	2 - Poor Alignment	None of those sections address this standard.
MA.912.AR.3.2	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real and complex number systems.	2 - Poor Alignment	Chapter 3 is about Linear Functions.
MA.912.AR.3.3	Given a mathematical or real-world context, write and solve one-variable quadratic inequalities over the real number system. Represent solutions algebraically or graphically.	2 - Poor Alignment	Chapter 3 is about Linear Functions.
MA.912.AR.3.4	Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	2 - Poor Alignment	Chapter 2 is about Linear Inequalities

MA.912.AR.3.8	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context.	2 - Poor Alignment	Chapter 2 is about Linear Inequalities. Chapter 3 is about Linear Functions.
MA.912.AR.3.9	Given a mathematical or real-world context, write two-variable quadratic inequalities to represent relationships between quantities from a graph or a written description.	2 - Poor Alignment	Chapter 3 is about Linear Functions.
MA.912.AR.3.10	Given a mathematical or real-world context, graph the solution set to a two-variable quadratic inequality.	2 - Poor Alignment	Chapter 3 is about Linear Functions.
MA.912.AR.4.2	Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically.	1 - Very Poor/No Alignment	There are no inequalities addressed in this section.
MA.912.AR.4.4	Solve and graph mathematical and real-world problems that are modeled with absolute value functions. Interpret key features and determine constraints in terms of the context.	1 - Very Poor/No Alignment	This section addresses literal equations.
MA.912.AR.5.2	Solve one-variable equations involving logarithms or exponential expressions. Interpret solutions as viable in terms of the context and identify any extraneous solutions.	1 - Very Poor/No Alignment	There is no section 6.6 in the textbook.
MA.912.AR.5.4	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	2 - Poor Alignment	6.1 is about Properties of Exponents. There is no section 6.7.
MA.912.AR.5.5	Given an expression or equation representing an exponential function, reveal the constant percent rate of change per unit interval using the properties of exponents. Interpret the constant percent rate of change in terms of a real-world context.	3 - Fair Alignment	The standard is somewhat addressed.
MA.912.AR.5.7	Solve and graph mathematical and real-world problems that are modeled with exponential	4 - Good Alignment	The standard is addressed.

	functions. Interpret key features and determine constraints in terms of the context.		
MA.912.AR.5.8	Given a table, equation or written description of a logarithmic function, graph that function and determine its key features.	4 - Good Alignment	The standard is addressed.
MA.912.AR.5.9	Solve and graph mathematical and real-world problems that are modeled with logarithmic functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	The standard is addressed.
MA.912.AR.6.1	Given a mathematical or real-world context, when suitable factorization is possible, solve one-variable polynomial equations of degree 3 or higher over the real and complex number systems.	1 - Very Poor/No Alignment	4.5 is about Scatter Plots and Lines of Fit.
MA.912.AR.6.5	Sketch a rough graph of a polynomial function of degree 3 or higher using zeros, multiplicity and knowledge of end behavior.	1 - Very Poor/No Alignment	Chapter 4 is Linear Functions.
MA.912.AR.7.1	Solve one-variable radical equations. Interpret solutions as viable in terms of context and identify any extraneous solutions.	1 - Very Poor/No Alignment	5.5 is Solving Equations by Graphing
MA.912.AR.7.2	Given a table, equation or written description of a square root or cube root function, graph that function and determine its key features.	1 - Very Poor/No Alignment	5.3 & 5.4 are about Solving Systems. There is no section 5.8.
MA.912.AR.7.3	Solve and graph mathematical and real-world problems that are modeled with square root or cube root functions. Interpret key features and determine constraints in terms of the context.	1 - Very Poor/No Alignment	5.3 & 5.4 are about Solving Systems
MA.912.AR.8.1	Write and solve one-variable rational equations. Interpret solutions as viable in terms of the context and identify any extraneous solutions.	1 - Very Poor/No Alignment	Standard is not addressed.
MA.912.AR.8.2	Given a table, equation or written description of a rational function, graph that function and determine its key features.	1 - Very Poor/No Alignment	Standard is not addressed.

MA.912.AR.8.3	Solve and graph mathematical and real-world problems that are modeled with rational functions. Interpret key features and determine constraints in terms of the context.	1 - Very Poor/No Alignment	Standard is not addressed.
MA.912.AR.9.2	Given a mathematical or real-world context, solve a system consisting of a two-variable linear equation and a non-linear equation algebraically or graphically.	4 - Good Alignment	Standard is addressed.
MA.912.AR.9.3	Given a mathematical or real-world context, solve a system consisting of two-variable linear or non-linear equations algebraically or graphically.	4 - Good Alignment	Standard is addressed.
MA.912.AR.9.5	Graph the solution set of a system of two-variable inequalities.	3 - Fair Alignment	3.7 is about Transformations.
MA.912.AR.9.7	Given a real-world context, represent constraints as systems of linear and non-linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.	2 - Poor Alignment	Standard is not addressed.
MA.912.DP.2.8	Fit a quadratic function to bivariate numerical data that suggests a quadratic association and interpret any intercepts or the vertex of the model. Use the model to solve real-world problems in terms of the context of the data.	1 - Very Poor/No Alignment	2.4 is solving multi-step inequalities
MA.912.DP.2.9	Fit an exponential function to bivariate numerical data that suggests an exponential association. Use the model to solve real-world problems in terms of the context of the data.	1 - Very Poor/No Alignment	There is no 6.7.
MA.912.F.1.1	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.	4 - Good Alignment	Standard is addressed.
MA.912.F.1.7	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	2 - Poor Alignment	Standard is not addressed.

MA.912.F.1.9	Determine whether a function is even, odd or neither when represented algebraically, graphically or in a table.	4 - Good Alignment	Standard is addressed.
MA.912.F.2.2	Identify the effect on the graph of a given function of two or more transformations defined by adding a real number to the x- or y- values or multiplying the x- or y- values by a real number.	1 - Very Poor/No Alignment	Standard is not addressed.
MA.912.F.2.3	Given the graph or table of $f(x)$ and the graph or table of $f(x)+k$, $kf(x)$, $f(kx)$ and $f(x+k)$, state the type of transformation and find the value of the real number k .	1 - Very Poor/No Alignment	Standard is not addressed.
MA.912.F.2.5	Given a table, equation or graph that represents a function, create a corresponding table, equation or graph of the transformed function defined by adding a real number to the x- or y-values or multiplying the x- or y-values by a real number.	1 - Very Poor/No Alignment	Standard is not addressed.
MA.912.F.3.2	Given a mathematical or real-world context, combine two or more functions, limited to linear, quadratic, exponential and polynomial, using arithmetic operations. When appropriate, include domain restrictions for the new function.	1 - Very Poor/No Alignment	Standard is not addressed. There is no section 6.6.
MA.912.F.3.4	Represent the composition of two functions algebraically or in a table. Determine the domain and range of the composite function.	1 - Very Poor/No Alignment	Standard is not addressed.
MA.912.F.3.6	Determine whether an inverse function exists by analyzing tables, graphs and equations.	1 - Very Poor/No Alignment	Standard is not addressed. There is no section 5.8.
MA.912.F.3.7	Represent the inverse of a function algebraically, graphically or in a table. Use composition of functions to verify that one function is the inverse of the other.	2 - Poor Alignment	There is no section 5.8.
MA.912.FL.3.1	Compare simple, compound and continuously compounded interest over time.	1 - Very Poor/No Alignment	Standard is not addressed.

MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	1 - Very Poor/No Alignment	Standard is not addressed.
MA.912.FL.3.4	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.	1 - Very Poor/No Alignment	Standard is not addressed.
MA.912.NSO.1.3	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents.	2 - Poor Alignment	Standard is not addressed in that section. It is in 6.1.
MA.912.NSO.1.5	Add, subtract, multiply and divide algebraic expressions involving radicals.	2 - Poor Alignment	Standard is not addressed in that section. It is in 6.2.
MA.912.NSO.1.6	Given a numerical logarithmic expression, evaluate and generate equivalent numerical expressions using the properties of logarithms or exponents.	1 - Very Poor/No Alignment	Standard is not addressed.
MA.912.NSO.1.7	Given an algebraic logarithmic expression, generate an equivalent algebraic expression using the properties of logarithms or exponents.	1 - Very Poor/No Alignment	Standard is not addressed.
MA.912.NSO.2.1	Extend previous understanding of the real number system to include the complex number system. Add, subtract, multiply and divide complex numbers.	1 - Very Poor/No Alignment	Standard is not addressed. 3.2 is about functions.
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. 	3 - Fair Alignment	Some evidence of MTR 1.

	<ul style="list-style-type: none"> • Help and support each other when attempting a new method or approach. 		
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 	4 - Good Alignment	Some evidence of MTR 2.
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 	3 - Fair Alignment	Some evidence of MTR 3.

<p>MA.K12.MTR.4.1</p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	<p>5 - Very Good Alignment</p>	<p>Lots of examples of MTR 4.</p>
<p>MA.K12.MTR.5.1</p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. 	<p>5 - Very Good Alignment</p>	<p>Lots of examples of MTR 5.</p>

MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. 	<p>1 - Very Poor/No Alignment</p>	<p>No evidence of MTR 6.</p>
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	<p>5 - Very Good Alignment</p>	<p>Lots of examples of MTR 7.</p>
ELA.K12.EE.1.1	<p>Cite evidence to explain and justify reasoning.</p>	<p>4 - Good Alignment</p>	<p>Standard is addressed.</p>
ELA.K12.EE.2.1	<p>Read and comprehend grade-level complex texts proficiently.</p>	<p>4 - Good Alignment</p>	<p>Standard is addressed.</p>
ELA.K12.EE.3.1	<p>Make inferences to support comprehension.</p>	<p>4 - Good Alignment</p>	<p>Standard is addressed.</p>
ELA.K12.EE.4.1	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>	<p>4 - Good Alignment</p>	<p>Standard is addressed.</p>

ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Standard is addressed.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Standard is addressed.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Standard is addressed.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Although the listed sections did not correlate to the standards. The standards are present in the resoureces.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Meets the skill level.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Yes
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Examples are well presented.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Yes
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	Yes
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	yes
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	yes

9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	yes
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	yes
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	yes
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	yes
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	yes
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	yes
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	yes
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	yes
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	yes
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	yes
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	yes
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and	5 - Very Good Alignment	yes

inhumane treatment. (An exception may be necessary for units covering animal welfare).		
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	yes

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	yes
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Textbook is well organized.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	yes
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	yes
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	yes
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	yes
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	Presented well.

Learning	Reviewer Rating	Rating Justification
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1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Some are present.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	yes
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	yes
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	yes
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	yes
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	yes
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	Very well organized
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	Notes on the side
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	yes
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	yes
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	yes
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	yes

13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	The MTRs were very well noted
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	yes

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	The materials align.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	None noted
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	None noted
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	None noted

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Thursday, April 21, 2022 1:17 PM EDT
To: Drew Parker
CC: Baumbach, Amber; Seeds, Cathy; Richmond, James
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List
Attachment(s): "image001.png", "image002.png"

Hi Drew,

I apologize for any miscommunication, previously attached were the evaluations for non-adopted materials, as requested by HMH representatives. All evaluations for the adopted materials may be publicly found on www.flimadoption.org and you may search within the 'Adopted Materials' tab under Course, Company, Title or Subject. All reviewer evaluations will be located within each material.

Please let me know if you have any questions or concerns.

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Drew Parker <dparker@radeylaw.com>
Sent: Thursday, April 21, 2022 12:11 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Richmond, James <James.Richmond@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Lauren,

Thank you for the email and the documents. I believe that DOE has other documents responsive to my requests. Specifically, I requested all completed evaluations for Houghton Mifflin Harcourt's ("HMH") 2021-2022 Mathematics Instructional Materials. Can you please send me the evaluations/reviewer reports for the Mathematics Instructional Materials submitted by HMH which passed the subject-specific standards score and/or did not include special topics? I'm seeking all evaluations for HMH titles—not just the evaluations for the objectionable HMH titles on the Not Recommended List.

Best regards,
Drew Parker

M. Drew Parker
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From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Thursday, April 21, 2022 10:23 AM
To: Drew Parker <dparker@radeylaw.com>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: FW: 21-22 Instructional Materials Mathematics State Adopted List

Please see below information regarding your request.

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Hamilton, Lauren
Sent: Wednesday, April 20, 2022 4:26 PM
To: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>
Cc: Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Hi Tavi,

Thank you so much for your inquiry. Attached is our initial findings from the review process of both standards alignment(full evaluations for materials attached) and any special topics findings. Only materials and standards that were rated at a 3-Fair or below, are of interest for the purpose of non-adoption. All findings are attached to this email and we welcome further conversation regarding these findings and ensuring all your materials are appropriate for Florida classrooms.

Also, please advise if you believe you have proprietary materials of a nature that would prevent the department from disclosing them as public records. If so, please identify the grounds for that claim.

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>

Sent: Monday, April 18, 2022 9:27 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Jacobson, Lisa <Lisa.Jacobson@hnhco.com>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Good morning Lauren - HMH would like to request copies of all reviewer reports for HMH programs reviewed for this math adoption.

Thank you,
Tavi

Lataviance Taylor
Lead, Bids & Contracts Specialist
Business Desk, South Area

Houghton Mifflin Harcourt
9400 Southpark Center Loop
Orlando, FL 32819
Office: 407.345.2352
Fax: 407.352.1318
hnhco.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Friday, April 15, 2022 3:13 PM
Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

This message originated from outside your organization

If you wish to appeal any adoption decision, please see our policies and procedures document on our instructional materials website. [POLICIES AND PROCEDURES \(fldoe.org\)](#)

Thanks,
Lauren

Lauren Hamilton
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Florida Department of Education
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Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Hamilton, Lauren
Sent: Friday, April 15, 2022 2:23 PM
Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon publishers,

The 2021-2022 Mathematics Instructional materials State Adopted list is now available on our webpage here: [2021-2022 K-12 Mathematics Adoption list \(fldoe.org\)](#)

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
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Florida Department of Education
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Tallahassee, FL 32399-0400
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850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Thursday, April 28, 2022 10:47 AM EDT
To: Amanda McGee - Accelerate Learning
CC: Diana Bauer; Baumbach, Amber; Seeds, Cathy; Richmond, James
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List
Attachment(s): "Publisher Appeal Template.xlsx", "image001.png"

Good morning,

Thank you for speaking with us this morning. Please see the attached appeal template.

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Hamilton, Lauren
Sent: Thursday, April 28, 2022 8:24 AM
To: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>
Cc: Diana Bauer <dbauer@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Richmond, James <James.Richmond@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Hi Amanda,

Our team will need to bump up the call this morning at 10am to 9:30am. Here is a new link for the meeting.

Thank you!

Accelerate Learning - Appeal
Thu, Apr 28, 2022 9:30 AM - 10:00 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.

<https://meet.goto.com/565152685>

You can also dial in using your phone.

United States (Toll Free): [1 866 899 4679](tel:18668994679)

United States: [+1 \(571\) 317-3116](tel:+15713173116)

Access Code: 565-152-685

Join from a video-conferencing room or system.

Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 565 152 685

Or dial directly: [565152685@67.217.95.2](tel:565152685@67.217.95.2) or 67.217.95.2##565152685

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>
Sent: Wednesday, April 27, 2022 4:51 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Diana Bauer <dbauer@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

I wanted to send this in preparation for our conversation tomorrow. My team spent yesterday and today going through the two courses that were found to have issues. In lieu of having specific examples and/or the exact thing that reviewers were trained to look for we have found three examples that are present in both courses not recommended where we highlight different cultures. The specifics of what we will share tomorrow can be found below. We look forward to our call.

-- Amanda

Review Appeal Specifics:

Repeals for the following products:

- 4th Grade Accelerated
- 3-5 Foundational

In the reviews where we were given 3's, we were not given specific examples. Only that our curriculum:

*Mentions culturally responsive teaching but not CRT
AND
culturally responsive teaching is mentioned but not related to critical race theory*

Response:

We have swept the curriculum and found three examples that we believe could have been flagged as we are talking about other cultures.

Next Steps:

We will replace these sections with the following:

Current:

<https://drive.google.com/file/d/1SWCQjVd3L65Gh-CI5b0UR7HGxh02MeeJ/view?usp=sharing>

Revised:

<https://drive.google.com/file/d/1wCmsuxrY4iqsm2qAi83kUKzwI3H-JrLr/view?usp=sharing>

Current:

https://drive.google.com/file/d/16uuzvS_ZIYdff-4oPvb5RkDbtnQVEKau/view?usp=sharing

Revised:

https://drive.google.com/file/d/1O7uop5Aila-s_sENtV_BkTAr5bKNPtj/view?usp=sharing

Current:

<https://drive.google.com/file/d/1-mgGvppTWztWU3aV86BF5RiJ3XXYb9zj/view?usp=sharing>

Revised:

https://drive.google.com/file/d/1SVLE7mF16GffJzp_COz99nLj801OTSYP/view?usp=sharing

On Wed, Apr 27, 2022 at 9:33 AM Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com> wrote:

Please see our appeal. I will also be mailing this as stated in the Policies and Procedures document.

-- Amanda

On Tue, Apr 26, 2022 at 12:43 PM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Hi Amanda,

My apologies, we have been swamped indeed! When you have a moment, can you give me a call?

My desk is 850-245-0882.

Thanks!

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
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FDOE_Public Schools Signature (005)

From: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>
Sent: Tuesday, April 26, 2022 1:28 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Diana Bauer <dbauer@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

Following up on this Lauren. I know you all are swamped, but I also know these are time-sensitive things. Let me know if we need to do another call.

-- Amanda

On Fri, Apr 22, 2022 at 1:55 PM Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com> wrote:

Thank you so much for sending this so quickly! I have a few follow-up questions.

1 - Is there a way for us to get examples of what it looks like one reviewer found? We worked really hard (as I think is evidenced by being the only K-5 approved product) to follow the guidance we were given from the DOE every step of the way so it surprises me that someone found that we specifically mentioned culturally relevant teaching. Specific examples or even just pointing us to where they found it (scope/lesson) would be helpful. If we need to file an appeal to get all of that information then we will certainly understand and will do that.

2 - In regards to the proprietary materials, can you give me any more information on what is being requested? Of course, our content is our intellectual property, and we would not be ok with the whole program being given to someone.

Thanks for all the work and most likely extra hours you all have been putting in the last week!

-- Amanda

On Thu, Apr 21, 2022 at 10:39 AM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Good morning,

Thank you for speaking with me this morning. As mentioned, attached is our initial findings from the review process of both standards alignment(full evaluations for materials attached) and any special topics findings. Only materials and standards that were rated at a 3-Fair or below, are of interest for the purpose of non-adoption. All findings are attached to this email and we welcome further conversation regarding these findings and ensuring all your materials are appropriate for Florida classrooms.

Also, please advise if you believe you have proprietary materials of a nature that would prevent the department from disclosing them as public records. If so, please identify the grounds for that claim.

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Hamilton, Lauren
Sent: Wednesday, April 20, 2022 4:27 PM
To: Diana Bauer <dbauer@acceleratelearning.com>
Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Hi Diana,

I hope all is well. Please give me a phone call tomorrow to discuss appeals. My Desk line is 850-245-0882.

Thanks!
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
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850-245-0882 Office
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FDOE_Public Schools Signature (005)

From: Diana Bauer <dbauer@acceleratelearning.com>
Sent: Monday, April 18, 2022 10:01 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

Ms. Hamilton,
Thank you for the information. Are you able to provide more information on why Accelerate Learning Inc's 4th Grade Accelerated course was not recommended? We have read the information regarding appeals, but we were interested in feedback regarding our fourth grade accelerated course.
Thank you for your time.
Take care,
Diana

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The 2021-2022 Mathematics Instructional materials State Adopted list is now available on our webpage here: [2021-2022 K-12 Mathematics Adoption list \(fldoe.org\)](#)

Thanks,
Lauren

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FDOE_Public Schools Signature (005)

--

Amanda **MC GEE**
Senior Vice President, Curriculum Development and Production
Accelerate Learning

amcgee@acceleratelearning.com
O: 281.833.4537

5177 Richmond Ave
Suite 1025
Houston, TX 77056

acceleratelearning.com

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	A	B	C	D	E	F	G	H	I	J
1	COURSE _____									
2	BID _____									
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction		Link to correction in materials					
4										
5										
6										
7										
8										

From: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>
Sent: Wednesday, April 27, 2022 10:33 AM EDT
To: Hamilton; Lauren
CC: Diana Bauer; Baumbach, Amber; Seeds, Cathy
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List
Attachment(s): "Accelerate Learning _ STEMscopes FLDOE Appeal.pdf", "image001.png"

Please see our appeal. I will also be mailing this as stated in the Policies and Procedures document.

-- Amanda

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Bureau of Standards and Instructional Support

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Lauren Hamilton

Instructional Materials Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

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Tallahassee, FL 32399-0400

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850-245-0826 Fax

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Sent: Wednesday, April 20, 2022 4:27 PM
To: Diana Bauer <dbauer@acceleratelearning.com>
Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
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Lauren

Lauren Hamilton
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Thanks,
Lauren

Lauren Hamilton

Instructional Materials Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

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FDOE_Public Schools Signature (005)

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Houston, TX 77056

acceleratelearning.com

28-106.201 Initiation of Proceedings.

(1) Unless otherwise provided by statute, and except for agency enforcement and disciplinary actions that shall be initiated under Rule 28-106.2015, F.A.C., initiation of proceedings shall be made by written petition to the agency responsible for rendering final agency action. The term “petition” includes any document that requests an evidentiary proceeding and asserts the existence of a disputed issue of material fact. Each petition shall be legible and on 8 1/2 by 11 inch white paper. Unless printed, the impression shall be on one side of the paper only and lines shall be double-spaced.

(2) All petitions filed under these rules shall contain:

(a) The name and address of each agency affected and each agency’s file or identification number, if known;

**Florida Department of Education, Instructional Materials Department
325 West Gaines St
Room 1514
Tallahassee, FL 32399**

(b) The name, address, any e-mail address, any facsimile number, and telephone number of the petitioner, if the petitioner is not represented by an attorney or a qualified representative; the name, address, and telephone number of the petitioner’s representative, if any, which shall be the address for service purposes during the course of the proceeding; and an explanation of how the petitioner’s substantial interests will be affected by the agency determination;

Amanda McGee - amcgee@acceleratelearning.com - (832) 515-7586

(c) A statement of when and how the petitioner received notice of the agency decision;

On April 15th, a notice was posted to the FLDOE website of recommended textbooks. An email from the FLDOE was received on April 15th at 1:23pm CST from Lauren Hamilton, Instructional Materials Specialist. See Attachment #1.

Document: <https://www.fldoe.org/core/fileparse.php/5574/urlt/2122MathAdoptedMaterials.pdf>

On April 19th, a notice was posted on the FLDOE website of non-recommended textbooks. No direct communication of this list was sent by the FLDOE, we were informed by one of our district partners.

Document: <https://www.fldoe.org/core/fileparse.php/5574/urlt/2122MathInstructMatNotReclList.pdf>

(d) A statement of all disputed issues of material fact. If there are none, the petition must so indicate;

We dispute the status of non-recommended of our Grade 4 Accelerated Mathematics (#5012065) and Foundational Skills in Mathematics 3-5 (#5012015) courses due to the inclusion of special topics.

(e) A concise statement of the ultimate facts alleged, including the specific facts the petitioner contends warrant reversal or modification of the agency's proposed action;

As indicated in Attachment #2, we were found to mention culturally responsive teaching, but not related to critical race theory and received a score of 3 - Fair Alignment. Since these two courses were built by the same people and to the same criteria as our other K-5 courses that were approved, it is improbable to us that these special topics were included in these two submissions and not included in the other K-5 courses.

(f) A statement of the specific rules or statutes the petitioner contends require reversal or modification of the agency's proposed action, including an explanation of how the alleged facts relate to the specific rules or statutes; and

(g) A statement of the relief sought by the petitioner, stating precisely the action petitioner wishes the agency to take with respect to the agency's proposed action.

Contending:1006.283, each district school board shall use the annual allocation only for the purchase of instructional materials that align with state standards and are included on the state-adopted list.

Relief sought is to have the STEMscopes Math approved for both the Grade 4 Accelerated Mathematics (#5012065) and Foundational Skills in Mathematics 3-5 (#5012015) courses.

(3) Upon receipt of a petition involving disputed issues of material fact, the agency shall grant or deny the petition, and if granted shall, unless otherwise provided by law, refer the matter to the Division of Administrative Hearings with a request that an administrative law judge be assigned to conduct the hearing. The request shall be accompanied by a copy of the petition and a copy of the notice of agency action.

Rulemaking Authority 14.202, 120.54(3), (5) FS. Law Implemented 120.54(3) FS. History—New 4-1-97, Amended 9-17-98, 1-15-07, 2-5-13.

Attachment #1: Email from Lauren Hamilton from the FLDOE indicating the scores were released.

----- Forwarded message -----

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
 Date: Fri, Apr 15, 2022 at 1:23 PM
 Subject: 21-22 Instructional Materials Mathematics State Adopted List
 To:
 Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>, Baumbach, Amber <Amber.Baumbach@fldoe.org>, Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Good afternoon publishers,

The 2021-2022 Mathematics Instructional materials State Adopted list is now available on our webpage here: [2021-2022 K-12 Mathematics Adoption list \(fldoe.org\)](https://fldoe.org/2021-2022-K-12-Mathematics-Adoption-List/)

Thanks,
 Lauren

Lauren Hamilton
 Instructional Materials Specialist
 Bureau of Standards and Instructional Support
 Florida Department of Education
 325 West Gaines Street, Suite 424
 Tallahassee, FL 32399-0400
 850-245-0882 Office
 850-245-0826 Fax



Attachment #2: Spreadsheet received on 4/18.

Bid #	Course	Title	Special Topics (Y/N)	Subject-Specific Standards Score
329	Grade 4 Accelerated (Special Topics)	STEMscopes Florida Math		4
331	Foundational Skills in Mathematics 3-5 (Special Topics)	STEMscopes Florida Math		4
Special Topic Evidence				
Bid 329-Grade 4 Accelerated				
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	3 - Fair Alignment	mentions Culturally responsive teaching but not CRT		
Bid 331-Foundational Skills in Mathematics 3-5				
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	3 - Fair Alignment	culturally responsive teaching is mentioned but not related to critical race theory		

Sent: Friday, April 29, 2022 2:10 PM EDT
To: Diana Bauer
CC: Amanda McGee - Accelerate Learning; Baumbach, Amber; Seeds, Cathy; Richmond, James
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List
Attachment(s): "image001.png"

Good

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Diana Bauer <dbauer@acceleratelearning.com>
Sent: Friday, April 29, 2022 10:08 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Richmond, James <James.Richmond@fldoe.org>
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

Good morning,

Please see the attached Excel containing links to the updated content for our appeal. Each BID is on a separate tab. The PDFs in the Publisher Correction column, show the site yesterday, and the updated site this morning. Both PDFs have date/time stamps.

The "Link to correction in materials" column contains the direct links to the updated content. As a friendly reminder, we have included the URL, username, and password both on the Excel sheet and below. Users must be signed in to see the updated content on the live site.

URL: <https://stemsscopes.com/math/fl/preview> Username: floridadoe Password: mathmath!

We look forward to hearing from you in the near future.

Take care,
Diana

On Thu, Apr 28, 2022 at 9:47 AM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Good morning,

Thank you for speaking with us this morning. Please see the attached appeal template.

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
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850-245-0882 Office
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FDOE_Public Schools Signature (005)

From: Hamilton, Lauren
Sent: Thursday, April 28, 2022 8:24 AM
To: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>
Cc: Diana Bauer <dbauer@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Richmond, James <James.Richmond@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Hi Amanda,

Our team will need to bump up the call this morning at 10am to 9:30am. Here is a new link for the meeting.

Thank you!

Accelerate Learning - Appeal
Thu, Apr 28, 2022 9:30 AM - 10:00 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.

<https://meet.goto.com/565152685>

You can also dial in using your phone.

United States (Toll Free): [1 866 899 4679](tel:18668994679)

United States: [+1 \(571\) 317-3116](tel:+15713173116)

Access Code: 565-152-685

Join from a video-conferencing room or system.

Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 565 152 685

Or dial directly: 565152685@67.217.95.2 or 67.217.95.2##565152685

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>
Sent: Wednesday, April 27, 2022 4:51 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Diana Bauer <dbauer@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
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AND

culturally responsive teaching is mentioned but not related to critical race theory

Response:

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<https://drive.google.com/file/d/1SWCQjVd3L65Gh-CI5b0UR7HGxh02MeeJ/view?usp=sharing>

Revised:

<https://drive.google.com/file/d/1wCmsuxrY4iqsm2qAi83kUKzwl3H-JrLr/view?usp=sharing>

Current:

https://drive.google.com/file/d/16uuzvS_ZIYdfF-4oPvb5RkDbtnQVEKau/view?usp=sharing

Revised:

https://drive.google.com/file/d/1O7uop5Aila-s_-sENTv_BkTAr5bKNPtj/view?usp=sharing

Current:

<https://drive.google.com/file/d/1-mgGvppTWztWU3aV86BF5RiJ3XXYb9zj/view?usp=sharing>

Revised:

https://drive.google.com/file/d/1SVLE7mF16GffJzp_COz99nLj801OTSYp/view?usp=sharing

On Wed, Apr 27, 2022 at 9:33 AM Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com> wrote:

Please see our appeal. I will also be mailing this as stated in the Policies and Procedures document.

-- Amanda

On Tue, Apr 26, 2022 at 12:43 PM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Hi Amanda,

My apologies, we have been swamped indeed! When you have a moment, can you give me a call?

My desk is 850-245-0882.

Thanks!

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2 - In regards to the proprietary materials, can you give me any more information on what is being requested? Of course, our content is our intellectual property, and we would not be ok with the whole program being given to someone.

Thanks for all the work and most likely extra hours you all have been putting in the last week!

-- Amanda

On Thu, Apr 21, 2022 at 10:39 AM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Good morning,

Thank you for speaking with me this morning. As mentioned, attached is our initial findings from the review process of both standards alignment (full evaluations for materials attached) and any special topics findings. Only materials and standards that were rated at a 3-Fair or below, are of interest for the purpose of non-adoption. All findings are attached to this email and we welcome further conversation regarding these findings and ensuring all your materials are appropriate for Florida classrooms.

Also, please advise if you believe you have proprietary materials of a nature that would prevent the department from disclosing them as public records. If so, please identify the grounds for that claim.

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Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Hi Diana,

I hope all is well. Please give me a phone call tomorrow to discuss appeals. My Desk line is 850-245-0882.

Thanks!
Lauren

Lauren Hamilton
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FDOE_Public Schools Signature (005)

From: Diana Bauer <dbauer@acceleratelearning.com>
Sent: Monday, April 18, 2022 10:01 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

Ms. Hamilton,
Thank you for the information. Are you able to provide more information on why Accelerate Learning Inc's 4th Grade Accelerated course was not recommended? We have read the information regarding appeals, but we were interested in feedback regarding our fourth grade accelerated course.
Thank you for your time.
Take care,
Diana

On Fri, Apr 15, 2022 at 1:23 PM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Good afternoon publishers,

The 2021-2022 Mathematics Instructional materials State Adopted list is now available on our webpage here: [2021-2022 K-12 Mathematics Adoption list \(fldoe.org\)](#)

Thanks,
Lauren

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From: Diana Bauer <dbauer@acceleratelearning.com>

Sent: Friday, April 29, 2022 10:08 AM EDT

To: Hamilton; Lauren

CC: Amanda McGee - Accelerate Learning; Baumbach, Amber; Seeds, Cathy; Richmond, James

Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

Attachment(s): "Accelerate Learning Inc Appeal.xlsx","image001.png"

Good morning,

Please see the attached Excel containing links to the updated content for our appeal. Each BID is on a separate tab. The PDFs in the Publisher Correction column, show the site yesterday, and the updated site this morning. Both PDFs have date/time stamps.

The "Link to correction in materials" column contains the direct links to the updated content. As a friendly reminder, we have included the URL, username, and password both on the Excel sheet and below. Users must be signed in to see the updated content on the live site.

URL: <https://stemscopes.com/math/fl/preview>

Username: floridadoe

Password: mathmath!

We look forward to hearing from you in the near future.

Take care,

Diana

On Thu, Apr 28, 2022 at 9:47 AM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Good morning,

Thank you for speaking with us this morning. Please see the attached appeal template.

Thanks,

Lauren

Lauren Hamilton

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Bureau of Standards and Instructional Support

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FL-DOE-22-0431-A-001030

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COURSE Grade 4 Accelerated (Special Topics)

	A	B	C	D	E	F	G	H	I
1	COURSE Grade 4 Accelerated (Special Topics)								
2	BID 329								
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction			Link to correction in materials Username: floridaoe Password: mathmath!			
4			Language Connections - Description : Deleted the word "cultural" in all scopes (one example linked) Teacher Toolbox - Linguistic Diversity Deleted the words "cultural" or "culture" Grade 4 - Add and Subtract Decimals - Math Story - "A Tale of Two Beverages" was replaced with "A Saturday Well Spent" Grade 4 - Place Value of Whole Numbers - Math Today - "Tropical Storm Pakhar" was replaced with "Invasive Species" Grade 4 - Represent and Interpret Data - Math Today - "Sand Sculptures" was replaced with "Billiard Balls"			https://app.acceleratelearning.com/scopes/206177/elements/971341 https://app.acceleratelearning.com/scopes/20516/elements/939538 https://app.acceleratelearning.com/scopes/206177/elements/946892 https://app.acceleratelearning.com/scopes/20648/elements/948471 https://app.acceleratelearning.com/scopes/20654/elements/964145			
5									
6									
7									
8	Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	Mentions Culturally Responsive Teaching, but not CRT.							
9									
10									
11									
12									
13									

	J	K
	Reviewer Evaluation Scale: 5- Very Good 4- Good 3- Fair 2- Poor 1- Very Poor/No Alignment	
1		
2		
3		
4		
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6		
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9		
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12		
13		

COURSE Foundational Skills in Mathematics 3-5 (Special Topics)

	A	B	C	D	E	F	G	H	I	
1										
2			BID 331							
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction			Link to correction in materials Username: floridaoe Password: mathmath!				
4			Language Connections -	Description :	https://app.acceleratelearning.com/scopes/206177/elements/971341					
5			Deleted the word "cultural" in all scopes (one example linked)	Teacher Toolbox - Linguistic Diversity	https://app.acceleratelearning.com/scopes/20516/elements/939538					
6			Deleted the words "cultural" or "culture"	Grade 4 - Add and Subtract Decimals - Math Story - "A Tale of Two Beverages"	https://app.acceleratelearning.com/scopes/20618/elements/946939					
7			Grade 4 - Place Value of Whole Numbers - Math Today - "Tropical Storm Pakhar"	Grade 4 - Represent and Interpret Data - Math Today - "Sand Sculptures"	https://app.acceleratelearning.com/scopes/20649/elements/948511					
8	Do instructional materials omit culturally responsive teaching as it relates to CRT, as explained in the reviewer training?	Culturally Responsive Teaching is mentioned, but not related to Critical Race Theory.	Grade 4 - Represent and Interpret Data - Math Today - "Billiard Balls"	Grade 5 - Represent and Interpret Data - Math Story - "The Multicultural Pickle"	https://app.acceleratelearning.com/scopes/20691/elements/950587					
9			Grade 4 - Represent and Interpret Data - Math Today - "Sand Sculptures"	Grade 5 - Represent and Interpret Data - Math Story - "The Multicultural Pickle"	https://app.acceleratelearning.com/scopes/20691/elements/950587					
10			Grade 4 - Represent and Interpret Data - Math Today - "Tropical Storm Pakhar"	Grade 5 - Represent and Interpret Data - Math Story - "The Multicultural Pickle"	https://app.acceleratelearning.com/scopes/20691/elements/950587					
11			Grade 4 - Represent and Interpret Data - Math Today - "Sand Sculptures"	Grade 5 - Represent and Interpret Data - Math Story - "The Multicultural Pickle"	https://app.acceleratelearning.com/scopes/20691/elements/950587					
12			Grade 4 - Represent and Interpret Data - Math Today - "Sand Sculptures"	Grade 5 - Represent and Interpret Data - Math Story - "The Multicultural Pickle"	https://app.acceleratelearning.com/scopes/20691/elements/950587					
13			Grade 4 - Represent and Interpret Data - Math Today - "Sand Sculptures"	Grade 5 - Represent and Interpret Data - Math Story - "The Multicultural Pickle"	https://app.acceleratelearning.com/scopes/20691/elements/950587					
14			Grade 4 - Represent and Interpret Data - Math Today - "Sand Sculptures"	Grade 5 - Represent and Interpret Data - Math Story - "The Multicultural Pickle"	https://app.acceleratelearning.com/scopes/20691/elements/950587					
15			Grade 4 - Represent and Interpret Data - Math Today - "Sand Sculptures"	Grade 5 - Represent and Interpret Data - Math Story - "The Multicultural Pickle"	https://app.acceleratelearning.com/scopes/20691/elements/950587					

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1		
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15		

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Tuesday, April 26, 2022 1:43 PM EDT
To: Amanda McGee - Accelerate Learning
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Attachment(s): "image001.png"

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FDOE_Public Schools Signature (005)

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Sent: Tuesday, April 26, 2022 1:28 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Diana Bauer <dbauer@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

Following up on this Lauren. I know you all are swamped, but I also know these are time-sensitive things. Let me know if we need to do another call.

-- Amanda

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Thanks for all the work and most likely extra hours you all have been putting in the last week!

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On Thu, Apr 21, 2022 at 10:39 AM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Good morning,

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Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Hamilton, Lauren
Sent: Wednesday, April 20, 2022 4:27 PM
To: Diana Bauer <dbauer@acceleratelearning.com>
Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Hi Diana,

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Thanks!
Lauren

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Sent: Friday, April 29, 2022 2:30 PM EDT
To: Amanda McGee - Accelerate Learning
CC: Diana Bauer; Baumbach, Amber; Seeds, Cathy
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List
Attachment(s): "image001.png"

Thanks for the clarification, Amanda!

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From: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>
Sent: Friday, April 29, 2022 2:26 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Diana Bauer <dbauer@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

We looked specifically at content that both courses shared since these were the only two submissions that had issues.

Since there are overlapping standards and benchmarks in those two courses, there are going to be pieces of the lessons that overlap.

The products are different and reflect the standards and expectations of the two courses.

-- Amanda

On Fri, Apr 29, 2022 at 1:15 PM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Hi everyone,

As we are going through the changes, we noticed that the stories that had edits were reflected in both the grade 4 accelerated as well as the foundational skills 3-5. Can you please give some insight on why both courses contain the same stories? We just want to clarify that the same product is not being used for both courses. I do see in the spreadsheets that each link takes me to the correct course.

Thanks!
Lauren

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To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Richmond, James <James.Richmond@fldoe.org>
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

Great, thank you so much! We hope you all have a great weekend.

On Fri, Apr 29, 2022 at 9:51 AM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Thanks, Diana! Our team will review and reach out with next steps soon.

Please reach out if you have any questions or concerns.

Thanks,
Lauren

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Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

Good morning,

Please see the attached Excel containing links to the updated content for our appeal. Each BID is on a separate tab. The PDFs in the Publisher Correction column, show the site yesterday, and the updated site this morning. Both PDFs have date/time stamps.

The "Link to correction in materials" column contains the direct links to the updated content. As a friendly reminder, we have included the URL, username, and password both on the Excel sheet and below. Users must be signed in to see the updated content on the live site.

URL: <https://stemscopes.com/math/fl/preview> Username: floridadoe Password: mathmath!

We look forward to hearing from you in the near future.

Take care,
Diana

On Thu, Apr 28, 2022 at 9:47 AM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Good morning,

Thank you for speaking with us this morning. Please see the attached appeal template.

Thanks,
Lauren

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Cc: Diana Bauer <dbauer@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Richmond, James <James.Richmond@fldoe.org>

Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Hi Amanda,

Our team will need to bump up the call this morning at 10am to 9:30am. Here is a new link for the meeting.

Thank you!

Accelerate Learning - Appeal

Thu, Apr 28, 2022 9:30 AM - 10:00 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.

<https://meet.goto.com/565152685>

You can also dial in using your phone.

United States (Toll Free): [1 866 899 4679](tel:18668994679)

United States: [+1 \(571\) 317-3116](tel:+15713173116)

Access Code: 565-152-685

Join from a video-conferencing room or system.

Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 565 152 685

Or dial directly: [565152685@67.217.95.2](tel:565152685@67.217.95.2) or 67.217.95.2##565152685

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

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Review Appeal Specifics:

Repeals for the following products:

- 4th Grade Accelerated
- 3-5 Foundational

In the reviews where we were given 3's, we were not given specific examples. Only that our curriculum:

Mentions culturally responsive teaching but not CRT

AND

culturally responsive teaching is mentioned but not related to critical race theory

Response:

We have swept the curriculum and found three examples that we believe could have been flagged as we are talking about other cultures.

Next Steps:

We will replace these sections with the following:

Current:

<https://drive.google.com/file/d/1SWCQjVd3L65Gh-CI5b0UR7HGxh02MeeJ/view?usp=sharing>

Revised:

<https://drive.google.com/file/d/1wCmsuxrY4iqsm2qAi83kUKzwl3H-JrLr/view?usp=sharing>

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To: Hamilton; Lauren
CC: Diana Bauer; Baumbach, Amber; Seeds, Cathy
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Attachment(s): "image001.png"

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Houston, TX 77056

acceleratelearning.com

--

Amanda **MC GEE**
Senior Vice President, Curriculum Development and Production
Accelerate Learning

amcgee@acceleratelearning.com
O: 281.833.4537

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Amanda **MC GEE**
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amcgee@acceleratelearning.com
O: 281.833.4537

5177 Richmond Ave
Suite 1025
Houston, TX 77056

acceleratelearning.com

Sent: Thursday, April 21, 2022 11:46 AM EDT

To: Emily Winston <emily.winston@larsontexts.com> <Emily Winston <emily.winston@larsontexts.com>>; Rivers1, Angelia

CC: Seeds, Cathy; Baumbach, Amber; Bob Onsi <bonsi@larsontexts.com> <Bob Onsi <bonsi@larsontexts.com>>

Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Attachment(s): "Big Ideas-Appeals K-12

Mathematics.xlsx", "image001.png", "image002.png", "image003.png", "image004.png", "image005.png", "image006.png", "image007.png", "image008.png"

Good morning,

Thank you so much for your inquiry. Attached is our initial findings from the review process of both standards alignment(full evaluations for materials attached) and any special topics findings. Only materials and standards that were rated at a 3-Fair or below, are of interest for the purpose of non-adoption. All findings are attached to this email and we welcome further conversation regarding these findings and ensuring all your materials are appropriate for Florida classrooms.

Also, please advise if you believe you have proprietary materials of a nature that would prevent the department from disclosing them as public records. If so, please identify the grounds for that claim.

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>

Sent: Wednesday, April 20, 2022 4:26 PM

To: Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Bob Onsi <bonsi@larsontexts.com>

Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon Ms. Rivers,

It was great speaking with you today! Per our conversation, I am formally requesting, on behalf of Big Ideas Learning, LLC, the following information:

All supporting documentation including, but not limited to rubrics and reviewers' comments related to the Inclusion of Special Topics that were found in the following courses:

Florida's B.E.S.T Standards for MATH Grade K

Bid ID: 298

Course ID: 5012020

Florida's B.E.S.T Standards for MATH Grade 1

Bid ID: 299

Course ID: 5012030

Florida's B.E.S.T Standards for MATH Grade 4

Bid ID: 302

Course ID: 5012060

The Subject-Specific Standards Scoring rubric and all supporting documentation for the following course:

Florida's B.E.S.T Standards for MATH Algebra 2 with CalcChat® and CalcView®

Bid ID: 311

Course ID: 1200330

Thank you in advance for your time and consideration in this matter. Big Ideas Learning stands ready, willing, and able to resolve all outstanding issues as soon as possible and greatly welcomes your help here. This is a matter of great importance to us.

Best regards,

Emily Winston

Senior State Adoptions Specialist

(877) 552-7766

emily.winston@bigideaslearning.com

www.bigideaslearning.com



From: Emily Winston

Sent: Monday, April 18, 2022 1:14 PM

To: Lauren.Hamilton@fldoe.org

Cc: Cathy.Seeds@fldoe.org; Amber.Baumbach@fldoe.org; Angelia.Rivers1@fldoe.org

Subject: FW: 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon Ms. Hamilton,

Are the specifics of the review such as a rubric or reviewers' comments available to publishers so that we may respond appropriately?

Thank you in advance for your time!

Best regards,

Emily Winston

Senior State Adoptions Specialist

(877) 552-7766

emily.winston@bigideaslearning.com

www.bigideaslearning.com



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Friday, April 15, 2022 3:13 PM

Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

If you wish to appeal any adoption decision, please see our policies and procedures document on our instructional materials website. [POLICIES AND PROCEDURES \(fldoe.org\)](#)

Thanks,

Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Hamilton, Lauren

Sent: Friday, April 15, 2022 2:23 PM

Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon publishers,

The 2021-2022 Mathematics Instructional materials State Adopted list is now available on our webpage here: [2021-2022 K-12 Mathematics Adoption list \(fldoe.org\)](#)

Thanks,

Lauren

Lauren Hamilton
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FDOE_Public Schools Signature (005)

1	A	B	C	D
	Bid #	Course	Title	Special Topics (Y/N)
2	298	Mathematics-Kindergarten (Special Topics)	Florida's B.E.S.T. Standards for MATH Grade K	Y(See below)
3	299	Mathematics-Grade One (Special Topics)	Florida's B.E.S.T. Standards for MATH Grade 1	Y(See below)
4	302	Mathematics-Grade Four (Special Topics)	Florida's B.E.S.T. Standards for MATH Grade 4	Y(See below)
5	311	Algebra 2 (Standards)	Florida's B.E.S.T. Standards for MATH Algebra 2 with CalcChar® and CalcView	N
6				
7				
8				
9				
10				
11				
12				
13			Special Topic Evidence	
14			Bid 298-Grade K	
15	Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	3 - Fair Alignment	The introductory pages say that the Math Musicals incorporate SEL. These are extra activities and not part of the core program, as far as I can tell. The Math Musicals could also be used without asking the SEL discussion questions.	
16			Bid 299-Grade 1	
17	Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	2 - Poor Alignment	social emotional learning addressed in Math musicals but seem to be appropriately directed	
18			Bid 302-Grade 4	
19	Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	1 - Very Poor/No Alignment	Lesson videos include SEL lessons within the content lesson.	

	E	F	G	H	I	J	K	L	M	N
1	Standards Score	Emailed De	Evaluations	Appeal Filed	What Needs	Negotiation	Changes due	Content Specialist	Review	Sent:
2	4.8									
3	4.8									
4	4.1									
5	3.4									
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										

From: Diana Bauer <dbauer@acceleratelearning.com>
Sent: Friday, April 29, 2022 10:53 AM EDT
To: Hamilton; Lauren
CC: Amanda McGee - Accelerate Learning; Baumbach, Amber; Seeds, Cathy; Richmond, James
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List
Attachment(s): "image001.png"

Great, thank you so much! We hope you all have a great weekend.

On Fri, Apr 29, 2022 at 9:51 AM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Thanks, Diana! Our team will review and reach out with next steps soon.

Please reach out if you have any questions or concerns.

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
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Tallahassee, FL 32399-0400
850-245-0882 Office
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From: Diana Bauer <dbauer@acceleratelearning.com>
Sent: Friday, April 29, 2022 10:08 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Richmond, James <James.Richmond@fldoe.org>
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

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URL: <https://stemscopes.com/math/fl/preview> Username: floridadoe Password: mathmath!

We look forward to hearing from you in the near future.

Take care,

Diana

On Thu, Apr 28, 2022 at 9:47 AM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Good morning,

Thank you for speaking with us this morning. Please see the attached appeal template.

Thanks,

Lauren

Lauren Hamilton

Instructional Materials Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street, Suite 424

Tallahassee, FL 32399-0400

850-245-0882 Office

850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Hamilton, Lauren

Sent: Thursday, April 28, 2022 8:24 AM

To: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>

Cc: Diana Bauer <dbauer@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Richmond, James <James.Richmond@fldoe.org>

Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Hi Amanda,

Our team will need to bump up the call this morning at 10am to 9:30am. Here is a new link for the meeting.

Thank you!

Accelerate Learning - Appeal
Thu, Apr 28, 2022 9:30 AM - 10:00 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.
<https://meet.goto.com/565152685>

You can also dial in using your phone.
United States (Toll Free): [1 866 899 4679](tel:18668994679)
United States: [+1 \(571\) 317-3116](tel:+15713173116)

Access Code: 565-152-685

Join from a video-conferencing room or system.
Dial in or type: 67.217.95.2 or inroomlink.goto.com
Meeting ID: 565 152 685
Or dial directly: [565152685@67.217.95.2](tel:565152685@67.217.95.2) or 67.217.95.2##565152685

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Lauren Hamilton
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Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>
Sent: Wednesday, April 27, 2022 4:51 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Diana Bauer <dbauer@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

I wanted to send this in preparation for our conversation tomorrow. My team spent yesterday and today going through the two courses that were found to have issues. In lieu of having specific examples and/or the exact thing that reviewers were trained to look for we have found three examples that are present in both courses not recommended where we highlight different cultures. The specifics of what we will share tomorrow can be found below. We look forward to our call.

-- Amanda

Review Appeal Specifics:

Repeals for the following products:

- 4th Grade Accelerated
- 3-5 Foundational

In the reviews where we were given 3's, we were not given specific examples. Only that our curriculum:

Mentions culturally responsive teaching but not CRT

AND

culturally responsive teaching is mentioned but not related to critical race theory

Response:

We have swept the curriculum and found three examples that we believe could have been flagged as we are talking about other cultures.

Next Steps:

We will replace these sections with the following:

Current:

<https://drive.google.com/file/d/1SWCQjVd3L65Gh-CI5b0UR7HGxh02MeeJ/view?usp=sharing>

Revised:

<https://drive.google.com/file/d/1wCmsuxrY4iqsm2qAi83kUKzwl3H-JrLr/view?usp=sharing>

Current:

https://drive.google.com/file/d/16uuzvS_ZIYdfF-4oPvb5RkDbtnQVEKau/view?usp=sharing

Revised:

https://drive.google.com/file/d/1O7uop5Aila-s_sENTV_BkTAr5bKNPtj/view?usp=sharing

Current:

<https://drive.google.com/file/d/1-mgGvppTWztWU3aV86BF5RiJ3XXYb9zj/view?usp=sharing>

Revised:

https://drive.google.com/file/d/1SVLE7mF16GffJzp_COz99nLj801OTSyp/view?usp=sharing

On Wed, Apr 27, 2022 at 9:33 AM Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com> wrote:

Please see our appeal. I will also be mailing this as stated in the Policies and Procedures document.

-- Amanda

On Tue, Apr 26, 2022 at 12:43 PM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Hi Amanda,

My apologies, we have been swamped indeed! When you have a moment, can you give me a call?

My desk is 850-245-0882.

Thanks!

Lauren Hamilton

Instructional Materials Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street, Suite 424

Tallahassee, FL 32399-0400

850-245-0882 Office

850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>

Sent: Tuesday, April 26, 2022 1:28 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Cc: Diana Bauer <dbauer@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>

Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

Following up on this Lauren. I know you all are swamped, but I also know these are time-sensitive things. Let me know if we need to do another call.

-- Amanda

On Fri, Apr 22, 2022 at 1:55 PM Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com> wrote:

Thank you so much for sending this so quickly! I have a few follow-up questions.

1 - Is there a way for us to get examples of what it looks like one reviewer found? We worked really hard (as I think is evidenced by being the only K-5 approved product) to follow the guidance we were given from the DOE every step of the way so it surprises me that someone found that we specifically mentioned culturally relevant teaching. Specific examples or even just pointing us to where they found it (scope/lesson) would be helpful. If we need to file an appeal to get all of that information then we will certainly understand and will do that.

2 - In regards to the proprietary materials, can you give me any more information on what is being requested? Of course, our content is our intellectual property, and we would not be ok with the whole program being given to someone.

Thanks for all the work and most likely extra hours you all have been putting in the last week!

-- Amanda

On Thu, Apr 21, 2022 at 10:39 AM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Good morning,

Thank you for speaking with me this morning. As mentioned, attached is our initial findings from the review process of both standards alignment(full evaluations for materials attached) and any special topics findings. Only materials and standards that were rated at a 3-Fair or below, are of interest for the purpose of non-adoption. All findings are attached to this email and we welcome further conversation regarding these findings and ensuring all your materials are appropriate for Florida classrooms.

Also, please advise if you believe you have proprietary materials of a nature that would prevent the department from disclosing them as public records. If so, please identify the grounds for that claim.

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Hamilton, Lauren
Sent: Wednesday, April 20, 2022 4:27 PM
To: Diana Bauer <dbauer@acceleratelearning.com>
Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Hi Diana,

I hope all is well. Please give me a phone call tomorrow to discuss appeals. My Desk line is 850-245-0882.

Thanks!

Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Diana Bauer <dbauer@acceleratelearning.com>
Sent: Monday, April 18, 2022 10:01 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

Ms. Hamilton,

Thank you for the information. Are you able to provide more information on why Accelerate Learning Inc's 4th Grade Accelerated course was not recommended? We have read the information regarding appeals, but we were interested in feedback regarding our fourth grade accelerated course.

Thank you for your time.

Take care,
Diana

On Fri, Apr 15, 2022 at 1:23 PM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Good afternoon publishers,

The 2021-2022 Mathematics Instructional materials State Adopted list is now available on our webpage here: [2021-2022 K-12 Mathematics Adoption list \(fldoe.org\)](https://fldoe.org/2021-2022-K-12-Mathematics-Adoption-list)

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education

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||

From: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>
Sent: Friday, April 29, 2022 2:25 PM EDT
To: Hamilton; Lauren
CC: Diana Bauer; Baumbach, Amber; Seeds, Cathy
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List
Attachment(s): "image001.png"

We looked specifically at content that both courses shared since these were the only two submissions that had issues.

Since there are overlapping standards and benchmarks in those two courses, there are going to be pieces of the lessons that overlap.

The products are different and reflect the standards and expectations of the two courses.

-- Amanda

On Fri, Apr 29, 2022 at 1:15 PM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Hi everyone,

As we are going through the changes, we noticed that the stories that had edits were reflected in both the grade 4 accelerated as well as the foundational skills 3-5. Can you please give some insight on why both courses contain the same stories? We just want to clarify that the same product is not being used for both courses. I do see in the spreadsheets that each link takes me to the correct course.

Thanks!

Lauren

Lauren Hamilton

Instructional Materials Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

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<Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Richmond, James <James.Richmond@fldoe.org>

Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

Great, thank you so much! We hope you all have a great weekend.

On Fri, Apr 29, 2022 at 9:51 AM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Thanks, Diana! Our team will review and reach out with next steps soon.

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Lauren

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Please join my meeting from your computer, tablet or smartphone.

<https://meet.goto.com/565152685>

You can also dial in using your phone.

United States (Toll Free): [1 866 899 4679](tel:18668994679)

United States: [+1 \(571\) 317-3116](tel:+15713173116)

Access Code: 565-152-685

Join from a video-conferencing room or system.

Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 565 152 685

Or dial directly: 565152685@67.217.95.2 or 67.217.95.2##565152685

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Lauren Hamilton

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Bureau of Standards and Instructional Support

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We have swept the curriculum and found three examples that we believe could have been flagged as we are talking about other cultures.

Next Steps:

We will replace these sections with the following:

Current:

<https://drive.google.com/file/d/1SWCQjVd3L65Gh-CI5b0UR7HGxh02MeeJ/view?usp=sharing>

Revised:

<https://drive.google.com/file/d/1wCmsuxrY4iqsm2qAi83kUKzwl3H-JrLr/view?usp=sharing>

Current:

https://drive.google.com/file/d/16uuzvS_ZIYdfF-4oPvb5RkDbtnQVEKau/view?usp=sharing

Revised:

https://drive.google.com/file/d/1O7uop5Aila-s_-sENTV_BkTAr5bKNPtj/view?usp=sharing

Current:

<https://drive.google.com/file/d/1-mgGvppTWztWU3aV86BF5RiJ3XXYb9zj/view?usp=sharing>

Revised:

https://drive.google.com/file/d/1SVLE7mF16GffJzp_COz99nLj801OTSYp/view?usp=sharing

On Wed, Apr 27, 2022 at 9:33 AM Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com> wrote:

Please see our appeal. I will also be mailing this as stated in the Policies and Procedures document.

-- Amanda

On Tue, Apr 26, 2022 at 12:43 PM Hamilton, Lauren <lauren.hamilton@fldoe.org> wrote:

Hi Amanda,

My apologies, we have been swamped indeed! When you have a moment, can you give me a call?

My desk is 850-245-0882.

Thanks!

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>
Sent: Tuesday, April 26, 2022 1:28 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Diana Bauer <dbauer@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

Following up on this Lauren. I know you all are swamped, but I also know these are time-sensitive things. Let me know if we need to do another call.

-- Amanda

On Fri, Apr 22, 2022 at 1:55 PM Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com> wrote:

Thank you so much for sending this so quickly! I have a few follow-up questions.

1 - Is there a way for us to get examples of what it looks like one reviewer found? We worked really hard (as I think is evidenced by being the only K-5 approved product) to follow the guidance we were given from the DOE every step of the way so it surprises me that someone found that we specifically mentioned culturally relevant teaching. Specific examples or even just pointing us to where they found it (scope/lesson) would be helpful. If we need to file an appeal to get all of that information then we will certainly understand and will do that.

2 - In regards to the proprietary materials, can you give me any more information on what is being requested? Of course, our content is our intellectual property, and we would not be ok with the whole program being given to someone.

Thanks for all the work and most likely extra hours you all have been putting in the last week!

-- Amanda

On Thu, Apr 21, 2022 at 10:39 AM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Good morning,

Thank you for speaking with me this morning. As mentioned, attached is our initial findings from the review process of both standards alignment(full evaluations for materials attached) and any special topics findings. Only materials and standards that were rated at a 3-Fair or below, are of interest for the purpose of non-adoption. All findings are attached to this email and we welcome further conversation regarding these findings and ensuring all your materials are appropriate for Florida classrooms.

Also, please advise if you believe you have proprietary materials of a nature that would prevent the department from disclosing them as public records. If so, please identify the grounds for that claim.

Lauren Hamilton

Instructional Materials Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street, Suite 424

Tallahassee, FL 32399-0400

850-245-0882 Office

850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Hamilton, Lauren

Sent: Wednesday, April 20, 2022 4:27 PM

To: Diana Bauer <dbauer@acceleratelearning.com>

Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>

Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Hi Diana,

I hope all is well. Please give me a phone call tomorrow to discuss appeals. My Desk line is 850-245-0882.

Thanks!

Lauren

Lauren Hamilton

Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Diana Bauer <dbauer@acceleratelearning.com>
Sent: Monday, April 18, 2022 10:01 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

Ms. Hamilton,

Thank you for the information. Are you able to provide more information on why Accelerate Learning Inc's 4th Grade Accelerated course was not recommended? We have read the information regarding appeals, but we were interested in feedback regarding our fourth grade accelerated course.

Thank you for your time.

Take care,
Diana

On Fri, Apr 15, 2022 at 1:23 PM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Good afternoon publishers,

The 2021-2022 Mathematics Instructional materials State Adopted list is now available on our webpage here: [2021-2022 K-12 Mathematics Adoption list \(fldoe.org\)](#)

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
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Florida Department of Education
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FDOE_Public Schools Signature (005)

--

Amanda **MCGEE**

Senior Vice President, Curriculum Development and Production

Accelerate Learning

amcgee@acceleratelearning.com

O: 281.833.4537

5177 Richmond Ave

Suite 1025

Houston, TX 77056

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--

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O: 281.833.4537

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Suite 1025
Houston, TX 77056

acceleratelearning.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Wednesday, April 20, 2022 4:27 PM EDT
To: Diana Bauer
CC: Amanda McGee - Accelerate Learning; Baumbach, Amber; Seeds, Cathy
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List
Attachment(s): "image001.png"

Hi Diana,

I hope all is well. Please give me a phone call tomorrow to discuss appeals. My Desk line is 850-245-0882.

Thanks!
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
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850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Diana Bauer <dbauer@acceleratelearning.com>
Sent: Monday, April 18, 2022 10:01 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

Ms. Hamilton,
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Take care,
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Thanks,
Lauren

Lauren Hamilton
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Florida Department of Education
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Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>
Sent: Friday, April 22, 2022 2:55 PM EDT
To: Hamilton; Lauren
CC: Diana Bauer; Baumbach, Amber; Seeds, Cathy
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List
Attachment(s): "image001.png"

Thank you so much for sending this so quickly! I have a few follow-up questions.

1 - Is there a way for us to get examples of what it looks like one reviewer found? We worked really hard (as I think is evidenced by being the only K-5 approved product) to follow the guidance we were given from the DOE every step of the way so it surprises me that someone found that we specifically mentioned culturally relevant teaching. Specific examples or even just pointing us to where they found it (scope/lesson) would be helpful. If we need to file an appeal to get all of that information then we will certainly understand and will do that.

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Good morning,

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Also, please advise if you believe you have proprietary materials of a nature that would prevent the department from disclosing them as public records. If so, please identify the grounds for that claim.

Lauren Hamilton

Instructional Materials Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street, Suite 424

Tallahassee, FL 32399-0400

850-245-0882 Office

850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Hamilton, Lauren

Sent: Wednesday, April 20, 2022 4:27 PM

To: Diana Bauer <dbauer@acceleratelearning.com>

Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

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Thanks!

Lauren

Lauren Hamilton

Instructional Materials Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

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Tallahassee, FL 32399-0400

850-245-0882 Office

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FDOE_Public Schools Signature (005)

From: Diana Bauer <dbauer@acceleratelearning.com>
Sent: Monday, April 18, 2022 10:01 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

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Diana

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Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
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FDOE_Public Schools Signature (005)

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amcgee@acceleratelearning.com
O: 281.833.4537

5177 Richmond Ave
Suite 1025
Houston, TX 77056

acceleratelearning.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Friday, April 22, 2022 1:43 PM EDT
To: Drew Parker
CC: Baumbach, Amber; Seeds, Cathy; Richmond, James
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List
Attachment(s): "Bid 456.pdf", "Bid 457.pdf", "Bid 458.pdf", "Bid 454.pdf", "image001.png", "image002.png"

Hi Drew,

Thank you for clarifying. I have attached reviewer evaluations for HMH's grades K,2,3, and 4. Please let me know if there is anything else we can do to assist.

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Drew Parker <dparker@radeylaw.com>
Sent: Thursday, April 21, 2022 2:31 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Richmond, James <James.Richmond@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Lauren,
The entire GoMath K-5 series for Houghton Mifflin Harcourt is on the non-adopted, and therefore, no grade levels for GoMath k-5 are listed on that site. We need reviews for all grade levels of GoMath K-5, not just the ones where we received lower than a 4.0 score. We have reports for grades 1 and 5. We need them for K, 2, 3, and 4.

Thanks,
Drew Parker

M. Drew Parker
Radey Law Firm
Suite 200, 301 S. Bronough Street
Tallahassee, FL 32301
Telephone: (850) 425-6654
Direct: (850) 425-6681
Cell: (850) 491-5200
Facsimile: (850) 425-6694
Web: www.radeylaw.com

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From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Thursday, April 21, 2022 1:18 PM
To: Drew Parker <dparker@radeylaw.com>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Richmond, James <James.Richmond@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Hi Drew,

I apologize for any miscommunication, previously attached were the evaluations for non-adopted materials, as requested by HMH representatives. All evaluations for the adopted materials may be publicly found on www.flimadoption.org and you may search within the 'Adopted Materials' tab under Course, Company, Title or Subject. All reviewer evaluations will be located within each material.

Please let me know if you have any questions or concerns.

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Drew Parker <dparker@radeylaw.com>
Sent: Thursday, April 21, 2022 12:11 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Richmond, James <James.Richmond@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Lauren,
Thank you for the email and the documents. I believe that DOE has other documents responsive to my requests. Specifically, I requested all completed evaluations for Houghton Mifflin Harcourt's ("HMH") 2021-2022 Mathematics Instructional Materials. Can you please send me the evaluations/reviewer reports for the Mathematics Instructional Materials submitted by HMH which passed the subject-specific standards score and/or did not include special topics? I'm seeking all evaluations for HMH titles—not just the evaluations for the objectionable HMH titles on the Not Recommended List.

Best regards,
Drew Parker

M. Drew Parker
Radey Law Firm
Suite 200, 301 S. Bronough Street
Tallahassee, FL 32301
Telephone: (850) 425-6654
Direct: (850) 425-6681
Cell: (850) 491-5200
Facsimile: (850) 425-6694

Web: www.radeylaw.com



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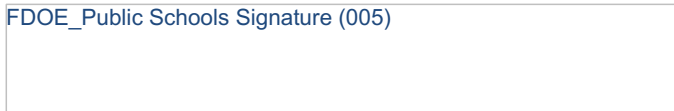
From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Thursday, April 21, 2022 10:23 AM
To: Drew Parker <dparker@radeylaw.com>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: FW: 21-22 Instructional Materials Mathematics State Adopted List

Please see below information regarding your request.

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)



From: Hamilton, Lauren
Sent: Wednesday, April 20, 2022 4:26 PM
To: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>
Cc: Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Hi Tavi,

Thank you so much for your inquiry. Attached is our initial findings from the review process of both standards alignment (full evaluations for materials attached) and any special topics findings. Only materials and standards that were rated at a 3-Fair or below, are of interest for the purpose of non-adoption. All findings are attached to this email and we welcome further conversation regarding these findings and ensuring all your materials are appropriate for Florida classrooms.

Also, please advise if you believe you have proprietary materials of a nature that would prevent the department from disclosing them as public records. If so, please identify the grounds for that claim.

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>
Sent: Monday, April 18, 2022 9:27 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Jacobson, Lisa <Lisa.Jacobson@hnhco.com>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Good morning Lauren - HMH would like to request copies of all reviewer reports for HMH programs reviewed for this math adoption.

Thank you,
Tavi

Lataviance Taylor
Lead, Bids & Contracts Specialist
Business Desk, South Area

Houghton Mifflin Harcourt
9400 Southpark Center Loop
Orlando, FL 32819
Office: 407.345.2352
Fax: 407.352.1318
hnhco.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Friday, April 15, 2022 3:13 PM
Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

This message originated from outside your organization

If you wish to appeal any adoption decision, please see our policies and procedures document on our instructional materials website. [POLICIES AND PROCEDURES \(fldoe.org\)](http://fldoe.org/POLICIES_AND_PROCEDURES)

Thanks,
Lauren

Lauren Hamilton
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FDOE_Public Schools Signature (005)

From: Hamilton, Lauren
Sent: Friday, April 15, 2022 2:23 PM
Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon publishers,

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Thanks,
Lauren

Lauren Hamilton
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Florida Department of Education
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Tallahassee, FL 32399-0400
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FDOE_Public Schools Signature (005)

Reviewer's Name: Emily Hancock

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: [Grade Kindergarten Mathematics](#)

Bid ID: 454

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

4 - Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

H.M.H Go Math includes all the essential elements required for benchmark preparation, implementation, and assessment. There is ample student practice for students and professional development for teachers. The curriculum provides support for all learners and is visually appealing. The major downfall is the measurement unit and horizontal alignment. The measurement unit would require additional teacher preparation for instruction and assessment. Additionally, the application of horizontal alignment is not clearly evident.

Standard	Description	Reviewer Rating	Rating Justification
MA.K.AR.1.1	For any number from 1 to 9, find the number that makes 10 when added to the given number.	3 - Fair Alignment	The concept is thoroughly modeled but missing opportunities for open ended exploration.
MA.K.AR.1.2	Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers.	4 - Good Alignment	Meets the benchmark expectations and provides ample student practice.
MA.K.AR.1.3	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	5 - Very Good Alignment	Meets the benchmark expectation with plenty of student practice. Also includes problems that begin with the sum.
MA.K.AR.2.1	Explain why addition or subtraction equations are true using objects or drawings.	4 - Good Alignment	Ample practice problems with appropriate visuals and includes problems that begin with the difference.
MA.K.DP.1.1	Collect and sort objects into categories and compare the categories by counting the objects in each category. Report the results verbally, with a written numeral or with drawings.	3 - Fair Alignment	Meets the expectation of the benchmark. However, some student practice is difficult and them to draw their own shapes based on given attributes which could prove difficult for K students. requires
MA.K.GR.1.1	Identify two- and three-dimensional figures regardless of their size or orientation. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.	5 - Very Good Alignment	Content is thoroughly explained and provides ample student practice.

MA.K.GR.1.2	Compare two-dimensional figures based on their similarities, differences and positions. Sort two-dimensional figures based on their similarities and differences. Figures are limited to circles, triangles, rectangles and squares.	5 - Very Good Alignment	Benchmark is well represented through pictures and student practice.
MA.K.GR.1.3	Compare three-dimensional figures based on their similarities, differences and positions. Sort three-dimensional figures based on their similarities and differences. Figures are limited to spheres, cubes, cones and cylinders.	5 - Very Good Alignment	Benchmark is well represented through pictures and student practice.
MA.K.GR.1.4	Find real-world objects that can be modeled by a given two- or three-dimensional figure. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.	4 - Good Alignment	Meets benchmark expectations-could use more vocabulary development practice.
MA.K.GR.1.5	Combine two-dimensional figures to form a given composite figure. Figures used to form a composite shape are limited to triangles, rectangles and squares.	4 - Good Alignment	Meets benchmark expectations- could use more real world examples
MA.K.M.1.1	Identify the attributes of a single object that can be measured such as length, volume or weight.	2 - Poor Alignment	Only addresses volume.
MA.K.M.1.2	Directly compare two objects that have an attribute which can be measured in common. Express the comparison using language to describe the difference.	2 - Poor Alignment	Very little instructional examples or student practice.
MA.K.M.1.3	Express the length of an object, up to 20 units long, as a whole number of lengths by laying non-standard objects end to end with no gaps or overlaps.	2 - Poor Alignment	Limited student practice and cubes
MA.K.NSO.1.1	Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting.	5 - Very Good Alignment	Multiple representations in various forms

MA.K.NSO.1.2	Given a number from 0 to 20, count out that many objects.	5 - Very Good Alignment	Multiple representations in various forms
MA.K.NSO.1.3	Identify positions of objects within a sequence using the words “first,” “second,” “third,” “fourth” or “fifth.”	3 - Fair Alignment	Illustrates first well. More visuals and practice could be incorporated to teach 2nd -5th.
MA.K.NSO.1.4	Compare the number of objects from 0 to 20 in two groups using the terms less than, equal to or greater than.	3 - Fair Alignment	Instructs the benchmark but includes minimal student practice for comparing.
MA.K.NSO.2.1	Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.	4 - Good Alignment	Meets the benchmark expectations with ample student practice. Could use additional practice for students to begin counting at points other than 1.
MA.K.NSO.2.2	Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with objects, drawings and expressions or equations.	4 - Good Alignment	Concept is well modeled.
MA.K.NSO.2.3	Locate, order and compare numbers from 0 to 20 using the number line and terms less than, equal to or greater than.	4 - Good Alignment	Multiple opportunities to compare numbers with numberlines present for student reference.
MA.K.NSO.3.1	Explore addition of two whole numbers from 0 to 10, and related subtraction facts.	4 - Good Alignment	Meets benchmark expectations.
MA.K.NSO.3.2	Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability.	4 - Good Alignment	Meets benchmark expectations.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others:	4 - Good Alignment	Mindset is directly addressed in the TE.

	<ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 		
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. 	3 - Fair Alignment	Evidence not found directly in the student edition. But there is evidence in teacher edition.
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. 	3 - Fair Alignment	Fluency development is rudimentary. Would like to see incorporation of dot cards, number recognition/fluency games.

	<ul style="list-style-type: none"> • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 		
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	4 - Good Alignment	Evidence exists in TE with share and show opportunities.
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. 	3 - Fair Alignment	Models logical progression and provides students opportunities to draw own conclusions, but does not explicitly instruct patterns/connections.

	<ul style="list-style-type: none"> Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. 		
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. 	3 - Fair Alignment	Checks are dependent on adult assistance. Little evidence to promote student self checks.
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	4 - Good Alignment	Real world exploration/models are used.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	2 - Poor Alignment	Opportunities exist to cite models in

			discussion, but it is superficial practice.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	3 - Fair Alignment	Could use more vocabulary development practice.
ELA.K12.EE.3.1	Make inferences to support comprehension.	2 - Poor Alignment	Need additional assistance in TE to help teachers see opportunities for making inferences.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	2 - Poor Alignment	Need additional assistance in TE to help teachers see opportunities for collaboration.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	2 - Poor Alignment	Would be rated higher if there were opportunities for student self assessment/quality work checks were included within each lesson instead of an appendix.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	Provides opportunities for student speaking but provides little guidance on how teachers can make this happen.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	Basic assistance provided for Multilingual students.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	2 - Poor Alignment	Most supports focus on provided visuals for learning.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	3 - Fair Alignment	Topics are aligned, but is less aligned to MTRs and EEs.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	Topics and skills are appropriate for K.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Materials are appropriate for classroom instruction.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Content and practice is sufficient.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	Additional open ended practice would increase this rating.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	Content is appropriate of K.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	150 days provides time for instruction and practice.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Expertise is verified.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Expertise contributes to the content. Research excerpts provided in the TE.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No typographical or visual error detected.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	Content is free of bias.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include	4 - Good Alignment	Math best practices are represented.

prevailing theories, concepts, standards, and models used with the subject area).		
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	Content does not appear to have mistakes or inconsistencies.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Best practices are up to date.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	Content is relevant and appropriate.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	K students would be engaged with the content.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Content is broad enough to appeal to a wide audience.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	Limited interdisciplinary content is presented.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	There are limited opportunities for multicultural representation. However, the representations are fair and unbiased.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	Material is appropriate for K.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Benchmarks are accurately covered.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of	4 - Good Alignment	All pieces are present (ELL/differentiation/remediation/enrichment/student

the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.		hands on practice) but all elements could use additional practices. Many items repeated throughout the TE.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Tools align well through SE, TE and online supports.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	There is a clear system of organization that logically advances student understanding.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	Materials are all able to be accessed by K. Could increase vocabulary development to better advance student literacy in math.
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	There are multiple opportunities for students to practice given benchmarks with the exception of the measurement unit.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	Content is presented through multiple modalities and at times offers student choice in response to understanding.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Presentation is appealing to K students and logically organized for teacher delivery.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Content includes opportunities for self expression and scaffolded levels of practice to encourage success.

2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	3 - Fair Alignment	The measurement unit is thin and does not explore the benchmarks in depth.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Content includes benchmarks and student "I can" statements.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	TE includes multiple opportunities for concept development, differentiation support, and common student misconceptions.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Support provided for differentiation, language development, and ELL support.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Each lesson includes hands on student practice.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	The 5E's lesson structure support active student participation. Although some connection to the 5 Es is superficial.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	Best practices are evident in differentiation, scaffolding, common misconceptions are provided in TE.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Differentiation, scaffolding, common misconceptions are connected to the student skill being practiced.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Differentiation, scaffolding, common misconceptions are provided in TE.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	Formative and summative assessments are provided.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	Submissions are mainly focused on paper/pencil or interview

		responses. But does include iTools as an option.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	It is most evident in TE instead of SE and requires the teacher to be diligent in implementing this application.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	The learner is appropriately scaffolded with opportunities for enrichment/intervention.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	CRT not evident in SE or TE.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	CRT not evident in SE or TE.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	CRT not evident in SE or TE.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	3 - Fair Alignment	The section "supporting all learners" contains references to peoples/cultures/equity in the TE.

Reviewer's Name: Kharmayne Kannada

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

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Grade Level: K-5

Course: [Grade Kindergarten Mathematics](#)

Bid ID: 454

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

5 - Very Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

Overall, the material is mostly aligned with the B.E.S.T Math Standards. The material was visually engaging and connections to real-life found throughout the lessons. The lessons are very basic and allow for students to understand the foundations of these various mathematical concepts. The three stages of fluency included in every lesson will help children develop automaticity while learning concepts. The data driven instruction suggestions for interventions will help teachers address the varied learning levels in their classrooms.

The language routines will encourage students to develop mathematical accountable talk. The lesson checks are also a great tool for teachers to use to determine level of understanding after a lesson. More informal checks for understanding throughout the lesson would be great. These would allow the teachers to gauge learning so the lesson check isn't the first determination of understanding. This is more of an instructional delivery and planning concern than it is a material concern. Based on what I've viewed, this material is an effective teaching/learning tool.

Standard	Description	Reviewer Rating	Rating Justification
MA.K.AR.1.1	For any number from 1 to 9, find the number that makes 10 when added to the given number.	4 - Good Alignment	making combinations of numbers and counting through 9
MA.K.AR.1.2	Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers.	4 - Good Alignment	count and tell how many, quantities gradually increase to 20, within standard
MA.K.AR.1.3	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	4 - Good Alignment	real world situations to represent the problems, listening comprehension also needed
MA.K.AR.2.1	Explain why addition or subtraction equations are true using objects or drawings.	4 - Good Alignment	objects and drawings used to model addition or subtraction equations, allows for practice of this skill
MA.K.DP.1.1	Collect and sort objects into categories and compare the categories by counting the objects in each category. Report the results verbally, with a written numeral or with drawings.	5 - Very Good Alignment	all tasks align with standard, allows for sorting into different categories, and writing results with numerals or drawings. Included

			the categories of curved and not curved, basis for understanding attributes of 2-D figures. Numerous practice activities to build a solid understanding
MA.K.GR.1.1	Identify two- and three-dimensional figures regardless of their size or orientation. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.	5 - Very Good Alignment	additional shapes on page 674 that allow students to identify triangles and non-triangles,
MA.K.GR.1.2	Compare two-dimensional figures based on their similarities, differences and positions. Sort two-dimensional figures based on their similarities and differences. Figures are limited to circles, triangles, rectangles and squares.	4 - Good Alignment	aligned and also incorporates location/position words
MA.K.GR.1.3	Compare three-dimensional figures based on their similarities, differences and positions. Sort three-dimensional figures based on their similarities and differences. Figures are limited to spheres, cubes, cones and cylinders.	5 - Very Good Alignment	within limits of standards, variety of context for practice
MA.K.GR.1.4	Find real-world objects that can be modeled by a given two- or three-dimensional figure. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.	5 - Very Good Alignment	Real-world connection to 3-D objects present.
MA.K.GR.1.5	Combine two-dimensional figures to form a given composite figure. Figures used to form a composite shape are limited to triangles, rectangles and squares.	5 - Very Good Alignment	All shapes used throughout are within the benchmark.
MA.K.M.1.1	Identify the attributes of a single object that can be measured such as length, volume or weight.	5 - Very Good Alignment	hands on practice for measurable attributes

MA.K.M.1.2	Directly compare two objects that have an attribute which can be measured in common. Express the comparison using language to describe the difference.	5 - Very Good Alignment	allows for comparison using standard and non-standard units of measure
MA.K.M.1.3	Express the length of an object, up to 20 units long, as a whole number of lengths by laying non-standard objects end to end with no gaps or overlaps.	5 - Very Good Alignment	allows for students to count and write amounts, practicing two skills at once
MA.K.NSO.1.1	Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting.	5 - Very Good Alignment	counting and writing, incorporates problem solving
MA.K.NSO.1.2	Given a number from 0 to 20, count out that many objects.	4 - Good Alignment	Practice of counting out objects to 20, amount slowly increases.
MA.K.NSO.1.3	Identify positions of objects within a sequence using the words "first," "second," "third," "fourth" or "fifth."	4 - Good Alignment	ordinal numbers allowing for sequence practice
MA.K.NSO.1.4	Compare the number of objects from 0 to 20 in two groups using the terms less than, equal to or greater than.	4 - Good Alignment	real-world examples for comparing numbers
MA.K.NSO.2.1	Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.	4 - Good Alignment	could've included more practice on missing numbers in a sequence as they count to 100
MA.K.NSO.2.2	Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with objects, drawings and expressions or equations.	4 - Good Alignment	Numbers represented tens and ones (units isn't present such as 1 ten and 2 ones)
MA.K.NSO.2.3	Locate, order and compare numbers from 0 to 20 using the number line and terms less than, equal to or greater than.	4 - Good Alignment	Use of number line throughout allows students to learn order of numbers differently

MA.K.NSO.3.1	<p>Explore addition of two whole numbers from 0 to 10, and related subtraction facts.</p>	<p>5 - Very Good Alignment</p>	<p>Students are exploring these operations not mastering them, the practice provided gives context to these operations so young children can fully understand them</p>
MA.K.NSO.3.2	<p>Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability.</p>	<p>3 - Fair Alignment</p>	<p>Practice with equal sign at the beginning and end of the equations, this standard calls for using related facts with procedural reliability; however, there isn't much of this present. All of this practice requires them to add or subtract but not make the connection between the fact family.</p>
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. 	<p>5 - Very Good Alignment</p>	<p>Encourages engagement will working the problems and perseverance</p>
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p>	<p>3 - Fair Alignment</p>	<p>Not much evidence of representing problems in multiple ways. Most of the activities</p>

	<p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 		<p>require them to count and write the quantity, but that doesn't mean the students are representing in multiple ways. An example of this would be if the teacher told the students to draw 7 ladybugs then write the number.</p>
<p>MA.K12.MTR.3.1</p>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 	<p>5 - Very Good Alignment</p>	<p>Choice in how to solve the problems</p>
<p>MA.K12.MTR.4.1</p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p>	<p>4 - Good Alignment</p>	<p>Encourages discussion of content, helps to build mathematical conversation</p>

	<ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 		
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. 	<p>5 - Very Good Alignment</p>	<p>Different ways to make a number can help students see patterns, more practice needed</p>
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. 	<p>3 - Fair Alignment</p>	<p>These tasks are focusing on exploring addition and subtraction but providing practice with start unknown and change unknown. They really aren't requiring students to</p>

	<ul style="list-style-type: none"> • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. 		determine reasonableness.
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	5 - Very Good Alignment	models used, real world connection
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Students have to justify reasoning, builds math vocabulary
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	3 - Fair Alignment	I don't see the connection to understanding grade level complex text proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.	3 - Fair Alignment	Don't see the connection to making inferences within these tasks
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	More of an instructional delivery issue

ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Allows for quality work to be created
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Tasks appropriate, but this cannot be determined by this material
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Connection needed to be successful is present
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	Can't be determined by the material, but opportunities are present

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Only minor issues identified, overall alignment to the grade level standards present
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Content written to correct skill levels.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Delivery of instruction will be more impactful to close the minor deficiencies found in this material
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Significant details for students to understand the topics
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Complexity matches the standards
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	Content matches the ability of kindergarten students

7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	Cannot be determined by this material
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Primary and secondary sources reflect expert information
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	High level of quality in this material
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No visual or typographical errors found
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	No biases or contradictions found
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Content represents the discipline and includes real-world connections
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	Material is factually accurate
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Up to date material
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Practice tasks throughout are relevant and appropriate for kindergarten.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Appropriate for intended learners
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Most practice includes real-life connections so students can construct meaning.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Connection between math and life will be made meaningful to students

19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	Multicultural representation throughout
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	People and animals are represented with humanity and compassion
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	The benchmarks are covered by this material

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	Teacher won't have to prepare additional material; however, the teacher will need to understand the content to deliver it effectively.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	All components aligned with curriculum and each other
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Material is organized very well
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Material is easy to read, understand, and deliver
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Pacing seem appropriate, but this cannot be fully determined by any material
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	Presentation, navigation, and tools are easy to use

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	Visually engaging, easy to understand and follow, numerous opportunities for practice at appropriate points in the activities.
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Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Highly engaging format
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	important concepts focused on
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Easy to understand the benchmarks and horizontal alignment addressed in each lesson.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	guidance and support for students provided
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	This is very good alignment but will still require teachers to have an understanding of how to scaffold learning for students who need additional support.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	active participation encouraged
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	material organized in logical format
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	instructional strategies will be successful
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	strategies are effective in teaching outcomes, this is a delivery concern

10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	assessment strategies and desired outcomes correlated
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	learner's performance can be assessed with regards to targeted outcomes
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	needs of all learners considered
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	There was an attempt, but evidence did not align with all practices being present in material.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	learning requirements satisfied with this material

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	non present
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	non present
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	non present
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	non present

Reviewer's Name: Emily Hancock

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

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Edition: N/A

Grade Level: K-5

Course: [Grade Two Mathematics](#)

Bid ID: 456

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	No
How would you rate the overall usability of the instructional material?	3 - Fair Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	The materials presented do address all of the benchmarks, There is sufficient student practice and most topics move from concrete to abstract practice for students. The content is lacking in embedding the MRT's into the benchmarks. It also has limited horizontal alignment and some topics are only lightly covered. Finally, the incorporation of the critical thinking skills to promote advanced thinking is sparse.

Standard	Description	Reviewer Rating	Rating Justification
MA.2.AR.1.1	Solve one- and two-step addition and subtraction real-world problems.	4 - Good Alignment	Meets the benchmark. Focuses heavily on bar models, but does allow for open exploration.
MA.2.AR.2.1	Determine and explain whether equations involving addition and subtraction are true or false.	4 - Good Alignment	Meets benchmark. Provides a lot of practice. Would have like to see some additional conceptual understanding built into the initial practice.
MA.2.AR.2.2	Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position.	4 - Good Alignment	Taught with MA.2.AR.2.1 & A.R.1.1-Multiple opportunities for students to practice. Would have liked to see several visual representations including and varied practice.
MA.2.AR.3.1	Represent an even number using two equal groups or two equal addends. Represent an odd number using two equal groups with one left over or two equal addends plus 1.	4 - Good Alignment	Meets the benchmark. Good visual representations. Would have liked to see student checks for understanding include more variety including select all/open ended questions/correct incorrect answers.
MA.2.AR.3.2	Use repeated addition to find the total number of objects in a collection of equal groups. Represent the total number of objects using rectangular arrays and equations.	3 - Fair Alignment	Abstract seems to precede concrete representation in the instruction.

MA.2.DP.1.1	Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units.	4 - Good Alignment	Meets benchmark. Missed opportunities to align this benchmark with others.
MA.2.DP.1.2	Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems.	4 - Good Alignment	Meets expectation of the benchmark
MA.2.FR.1.1	Partition circles and rectangles into two, three or four equal-sized parts. Name the parts using appropriate language, and describe the whole as two halves, three thirds or four fourths.	5 - Very Good Alignment	Benchmark expectation is met with ample student practice.
MA.2.FR.1.2	Partition rectangles into two, three or four equal-sized parts in two different ways showing that equal-sized parts of the same whole may have different shapes.	5 - Very Good Alignment	Benchmark expectation is met with ample student practice.
MA.2.GR.1.1	Identify and draw two-dimensional figures based on their defining attributes. Figures are limited to triangles, rectangles, squares, pentagons, hexagons and octagons.	4 - Good Alignment	Meets benchmark with guided student practice.
MA.2.GR.1.2	Categorize two-dimensional figures based on the number and length of sides, number of vertices, whether they are closed or not and whether the edges are curved or straight.	4 - Good Alignment	Meets benchmark with guided student practice.
MA.2.GR.1.3	Identify line(s) of symmetry for a two-dimensional figure.	4 - Good Alignment	Meets benchmark standard - missed opportunity to align to GR 1.2/1.3
MA.2.GR.2.1	Explore perimeter as an attribute of a figure by placing unit segments along the boundary without gaps or overlaps. Find perimeters of rectangles by counting unit segments.	4 - Good Alignment	Meets benchmark standard - missed opportunity to align to GR 1.2/1.3
MA.2.GR.2.2	Find the perimeter of a polygon with whole-number side lengths. Polygons are limited to triangles, rectangles, squares and pentagons.	3 - Fair Alignment	Could use additional student practice.
MA.2.M.1.1	Estimate and measure the length of an object to the nearest inch, foot, yard, centimeter or	4 - Good Alignment	Meets benchmark. Would have like to see

	meter by selecting and using an appropriate tool.		more integration with A.R. benchmarks.
MA.2.M.1.2	Measure the lengths of two objects using the same unit and determine the difference between their measurements.	4 - Good Alignment	Meets benchmark expectations.
MA.2.M.1.3	Solve one- and two-step real-world measurement problems involving addition and subtraction of lengths given in the same units.	2 - Poor Alignment	Missing two step problem practice.
MA.2.M.2.1	Using analog and digital clocks, tell and write time to the nearest five minutes using a.m. and p.m. appropriately. Express portions of an hour using the fractional terms half an hour, half past, quarter of an hour, quarter after and quarter til.	4 - Good Alignment	Meets benchmark expectations. Could use more practice.
MA.2.M.2.2	Solve one- and two-step addition and subtraction real-world problems involving either dollar bills within \$100 or coins within 100¢ using \$ and ¢ symbols appropriately.	4 - Good Alignment	Meets benchmark expectations but could use more practice identifying appropriate use of dollar and cent signs.
MA.2.NSO.1.1	Read and write numbers from 0 to 1,000 using standard form, expanded form and word form.	4 - Good Alignment	Meets benchmark could use more student practice in writing in expanded form.
MA.2.NSO.1.2	Compose and decompose three-digit numbers in multiple ways using hundreds, tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.	4 - Good Alignment	Meets benchmark using traditional modeling methods.
MA.2.NSO.1.3	Plot, order and compare whole numbers up to 1,000.	5 - Very Good Alignment	Good alignment to the benchmark and allows for open ended student practice.
MA.2.NSO.1.4	Round whole numbers from 0 to 100 to the nearest 10.	3 - Fair Alignment	instructs according to the benchmark, but includes very little student practice.

MA.2.NSO.2.1	Recall addition facts with sums to 20 and related subtraction facts with automaticity.	4 - Good Alignment	Includes explicit instruction of strategies for procedural fluency
MA.2.NSO.2.2	Identify the number that is ten more, ten less, one hundred more and one hundred less than a given three-digit number.	3 - Fair Alignment	Instructs according to the benchmark but has limited modeling and student practice.
MA.2.NSO.2.3	Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100, with procedural reliability.	4 - Good Alignment	Includes explicit instruction of strategies for procedural fluency
MA.2.NSO.2.4	Explore the addition of two whole numbers with sums up to 1,000. Explore the subtraction of a whole number from a whole number, each no larger than 1,000.	4 - Good Alignment	Meets benchmark expectation with a heavy reliance on base ten blocks.
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 	2 - Poor Alignment	This benchmark must be inferred from the TE and SE.
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p>	4 - Good Alignment	Appropriate use of modeling and hands on practice.

	<ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 		
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 	4 - Good Alignment	Strategies are explicitly taught and spiraled throughout the curriculum.
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. 	2 - Poor Alignment	TE is lacking in opportunities to promote mathematical discussion

	<ul style="list-style-type: none"> • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 		
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. 	2 - Poor Alignment	TE is lacking in opportunities to promote mathematical discussion
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. 	3 - Fair Alignment	TE is lacking in opportunities to promote mathematical discussion

	<ul style="list-style-type: none"> Evaluate results based on the given context. 		
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency. 	4 - Good Alignment	Multiple opportunities for real world application
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	3 - Fair Alignment	TE is lacking in opportunities to promote mathematical discussion
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Word problems are appropriate for 2nd grade students.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Strategies are taught to teach word problem comprehension.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	3 - Fair Alignment	TE is lacking in opportunities to promote mathematical discussion
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	2 - Poor Alignment	Would benefit from rubrics for student self assessments.

ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	Language and speaking included in TE but is sparse.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	Multilingual support provided in TE.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	3 - Fair Alignment	Would benefit from more guided questions/question stems for ELLs.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	3 - Fair Alignment	Overall, the benchmarks are covered. However, the MRTs are sparse and horizontal alignment is lacking.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	The content is consistent with 2nd grade expectations.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	There is an ease of use.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3 - Fair Alignment	Sections include appropriate amounts of modeling/student practice. However, some topics are lightly covered.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Complexity is appropriate except for 2 step word problems.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	Difficulty is appropriate for 2nd grade students.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Most of content matches appropriate time period, but

		some topics could use additional time. ie. rounding.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Experts are qualified.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Experts are qualified.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	No typographical errors found.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	No bias found.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	Instructional best practices are evident.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	No erros found.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Best practices are evident.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	All content is appropriate.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Content matches 2nd grade interest levels.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Real world connections are evident.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	Interdisciplinary connections are shown in the TE, but are sparse.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and	3 - Fair Alignment	Multiculturalism is relegate to names in story problems.

various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).		
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	No violations of this criteria.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	Overall, the benchmarks are covered. However, the MRTs are sparse and horizontal alignment is lacking.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	3 - Fair Alignment	Includes PD/guided questions/extension activities, but they are generic and sometimes repetitive.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	TE and SE are appropriately aligned.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	Presentation of material is expected and consistent.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	Writing and illustrations support each other.
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	Pacing is appropriate in most instances. Some topics need additional time.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	3 - Fair Alignment	UDL appears limited to technology pieces of the program.

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	In general meets expectations but could use additional UDL and teacher PD supports.
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Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Appropriate amounts of book work/hands on practice is included.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	3 - Fair Alignment	Content focuses on benchmarks, but does not provide enough practice or horizontal alignment for some topics (rounding/two step word problems).
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	I can student statements and vertical alignment included in TE.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	3 - Fair Alignment	Significant student practice is included, but needs to include additional higher order thinking skills including error analysis and open ended responses.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	2 - Poor Alignment	TE guidance and support is generic and repetitive.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Student practice and hands on practice included to get from concrete to abstract work.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	Student practice and hands on practice included to get from concrete to abstract work.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	Best practices used in instructional methods.

9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Best practices used in instructional methods.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Lesson and unit checks included in the curriculum.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	3 - Fair Alignment	Spiral reviews included as well as chapter/unit assessments. Could be enhanced through additional performance tasks/discussion checklists/open ended responses.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	2 - Poor Alignment	Student submissions are generally limited to paper/pencil "expected" responses of drawings or numbers.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	2 - Poor Alignment	Does not include a comprehensive resource/check of MTRs.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	3 - Fair Alignment	Instruction and teacher support is sufficient. However, curriculum is limited on UDL principles and MTR application.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No CRT present
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No CRT present
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No social justice present
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	3 - Fair Alignment	Attempts at multicultural teaching is evident. Ex. - types

		of housing for different groups of people.
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Reviewer's Name: Kharmayne Kannada

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: [Grade Two Mathematics](#)

Bid ID: 456

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	Overall the material is appropriate. The biggest issues are the lack of resources for Access Points students and the limited assessment. The exit ticket is included in the student workbook, but on the homework pages. Not all resources are easy to locate.

Standard	Description	Reviewer Rating	Rating Justification
MA.2.AR.1.1	Solve one- and two-step addition and subtraction real-world problems.	5 - Very Good Alignment	full alignment to the standard
MA.2.AR.2.1	Determine and explain whether equations involving addition and subtraction are true or false.	5 - Very Good Alignment	full alignment to the standard
MA.2.AR.2.2	Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position.	5 - Very Good Alignment	full alignment to the standard
MA.2.AR.3.1	Represent an even number using two equal groups or two equal addends. Represent an odd number using two equal groups with one left over or two equal addends plus 1.	5 - Very Good Alignment	full alignment to the standard, visual and practice of what odd and even means.
MA.2.AR.3.2	Use repeated addition to find the total number of objects in a collection of equal groups. Represent the total number of objects using rectangular arrays and equations.	5 - Very Good Alignment	full alignment to the benchmark, practice from equal groups to arrays
MA.2.DP.1.1	Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units.	5 - Very Good Alignment	full alignment to the benchmark
MA.2.DP.1.2	Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems.	5 - Very Good Alignment	full alignment to the benchmark, practice with different types of data displays
MA.2.FR.1.1	Partition circles and rectangles into two, three or four equal-sized parts. Name the parts using appropriate language, and describe the whole as two halves, three thirds or four fourths.	5 - Very Good Alignment	full alignment to the benchmark
MA.2.FR.1.2	Partition rectangles into two, three or four equal-sized parts in two different ways showing that equal-sized parts of the same whole may have different shapes.	5 - Very Good Alignment	full alignment to the benchmark

MA.2.GR.1.1	Identify and draw two-dimensional figures based on their defining attributes. Figures are limited to triangles, rectangles, squares, pentagons, hexagons and octagons.	5 - Very Good Alignment	full alignment to the benchmark
MA.2.GR.1.2	Categorize two-dimensional figures based on the number and length of sides, number of vertices, whether they are closed or not and whether the edges are curved or straight.	5 - Very Good Alignment	full alignment to the benchmark
MA.2.GR.1.3	Identify line(s) of symmetry for a two-dimensional figure.	4 - Good Alignment	full alignment, but opportunities for students to practice hands-on can be added
MA.2.GR.2.1	Explore perimeter as an attribute of a figure by placing unit segments along the boundary without gaps or overlaps. Find perimeters of rectangles by counting unit segments.	5 - Very Good Alignment	full alignment to the benchmark
MA.2.GR.2.2	Find the perimeter of a polygon with whole-number side lengths. Polygons are limited to triangles, rectangles, squares and pentagons.	5 - Very Good Alignment	full alignment
MA.2.M.1.1	Estimate and measure the length of an object to the nearest inch, foot, yard, centimeter or meter by selecting and using an appropriate tool.	5 - Very Good Alignment	full alignment and numerous opportunities to practice
MA.2.M.1.2	Measure the lengths of two objects using the same unit and determine the difference between their measurements.	5 - Very Good Alignment	aligned
MA.2.M.1.3	Solve one- and two-step real-world measurement problems involving addition and subtraction of lengths given in the same units.	4 - Good Alignment	aligned, but more practice on solving one step then into two steps
MA.2.M.2.1	Using analog and digital clocks, tell and write time to the nearest five minutes using a.m. and p.m. appropriately. Express portions of an hour using the fractional terms half an hour, half past, quarter of an hour, quarter after and quarter til.	5 - Very Good Alignment	full alignment

MA.2.M.2.2	Solve one- and two-step addition and subtraction real-world problems involving either dollar bills within \$100 or coins within 100¢ using \$ and ¢ symbols appropriately.	5 - Very Good Alignment	full alignment, both sides of the coins used in practice problems
MA.2.NSO.1.1	Read and write numbers from 0 to 1,000 using standard form, expanded form and word form.	5 - Very Good Alignment	full alignment
MA.2.NSO.1.2	Compose and decompose three-digit numbers in multiple ways using hundreds, tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.	5 - Very Good Alignment	full alignment
MA.2.NSO.1.3	Plot, order and compare whole numbers up to 1,000.	5 - Very Good Alignment	full alignment
MA.2.NSO.1.4	Round whole numbers from 0 to 100 to the nearest 10.	5 - Very Good Alignment	full alignment, but more practice of identifying the entire range of numbers that will round to a particular 10
MA.2.NSO.2.1	Recall addition facts with sums to 20 and related subtraction facts with automaticity.	4 - Good Alignment	fluency included but not integrated throughout
MA.2.NSO.2.2	Identify the number that is ten more, ten less, one hundred more and one hundred less than a given three-digit number.	4 - Good Alignment	aligned
MA.2.NSO.2.3	Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100, with procedural reliability.	5 - Very Good Alignment	aligned
MA.2.NSO.2.4	Explore the addition of two whole numbers with sums up to 1,000. Explore the subtraction of a whole number from a whole number, each no larger than 1,000.	5 - Very Good Alignment	fully aligned
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others:	5 - Very Good Alignment	aligned and opportunities present

	<ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 		
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. 	5 - Very Good Alignment	aligned and opportunities present
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. 	5 - Very Good Alignment	aligned ad opportunities present

	<ul style="list-style-type: none"> • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 		
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	5 - Very Good Alignment	opportunities throughout for academic discourse
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. 	5 - Very Good Alignment	opportunities throughout

	<ul style="list-style-type: none"> Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. 		
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. 	5 - Very Good Alignment	opportunities throughout
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency. 	5 - Very Good Alignment	Real-world connections and applications throughout

ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	aligned
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	aligned
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	aligned
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	opportunities throughout
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	aligned
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	aligned
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	aligned
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	ELL support provided, more languages needed

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	full alignment
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	full alignment

3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Adaptable for classroom instruction, supplemental items will still be needed
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	aligned
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	aligned
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	matches grade level ability
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	adequate amount of time to teach
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	aligned
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	aligned
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	accurate content and not errors notice
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	content accurate and free of bias
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	aligned
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	content factual and free of mistakes and inconsistencies
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	up to date content

15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	presented in an appropriate manner
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	relevant content
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	life connections
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	content is meaningful for students
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	multicultural representation
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	living things portrayed with compassion
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	content of benchmarks covered in material

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	resources comprehensive
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	all components aligned
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	materials consistent
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in	5 - Very Good Alignment	readability appropriate

understanding of the content at a level appropriate to the students' abilities.		
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	pacing appropriate
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	material allows for all to access content
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	material presented in an organized manner

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	some motivational strategies present
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	aligned
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	explicit instruction statements and outcomes present
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	materials provide guidance
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	support adaptable
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	active participation included
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	logical extensions present

8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	targeted instructional strategies present
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	targeted instructional strategies effective for targeted outcomes
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	assessment strategies lacking
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	good alignment
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	the needs of most learners considered, not access points
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	appropriate application
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	learning requirements satisfied

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	none found
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	none found
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	none found
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	none found

Reviewer's Name: Kaley Metzler

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

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Edition: N/A

Grade Level: K-5

Course: [Grade Two Mathematics](#)

Bid ID: 456

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

5 - Very Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

Standard

Description

Reviewer
Rating

Rating Justification

MA.2.AR.1.1	Solve one- and two-step addition and subtraction real-world problems.	5 - Very Good Alignment	Students practice many multi-step word problems that are relevant.
MA.2.AR.2.1	Determine and explain whether equations involving addition and subtraction are true or false.	3 - Fair Alignment	Students are solving these problems, but do not have the area to explain why they are true or false.
MA.2.AR.2.2	Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position.	5 - Very Good Alignment	Word problems and equations are used to find the unknown in any position.
MA.2.AR.3.1	Represent an even number using two equal groups or two equal addends. Represent an odd number using two equal groups with one left over or two equal addends plus 1.	5 - Very Good Alignment	Students practice this benchmark with manipulatives, pictures, etc.
MA.2.AR.3.2	Use repeated addition to find the total number of objects in a collection of equal groups. Represent the total number of objects using rectangular arrays and equations.	5 - Very Good Alignment	Students use pictures and equations to practice this benchmark.
MA.2.DP.1.1	Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units.	5 - Very Good Alignment	Students represent data using all the correct types of charts and graphs.
MA.2.DP.1.2	Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems.	5 - Very Good Alignment	Students use addition and subtraction while interpreting data.
MA.2.FR.1.1	Partition circles and rectangles into two, three or four equal-sized parts. Name the parts using appropriate language, and describe the whole as two halves, three thirds or four fourths.	5 - Very Good Alignment	The curriculum using the correct terms to identify the portions.
MA.2.FR.1.2	Partition rectangles into two, three or four equal-sized parts in two different ways showing that equal-sized parts of the same whole may have different shapes.	5 - Very Good Alignment	Students portion rectangles during the fractions section.

MA.2.GR.1.1	Identify and draw two-dimensional figures based on their defining attributes. Figures are limited to triangles, rectangles, squares, pentagons, hexagons and octagons.	5 - Very Good Alignment	The curriculum covers the correct shapes that match the benchmark.
MA.2.GR.1.2	Categorize two-dimensional figures based on the number and length of sides, number of vertices, whether they are closed or not and whether the edges are curved or straight.	5 - Very Good Alignment	The attributes match the benchmark.
MA.2.GR.1.3	Identify line(s) of symmetry for a two-dimensional figure.	5 - Very Good Alignment	Students determine symmetry in many shapes.
MA.2.GR.2.1	Explore perimeter as an attribute of a figure by placing unit segments along the boundary without gaps or overlaps. Find perimeters of rectangles by counting unit segments.	5 - Very Good Alignment	Unit segments include cubes and a ruler.
MA.2.GR.2.2	Find the perimeter of a polygon with whole-number side lengths. Polygons are limited to triangles, rectangles, squares and pentagons.	5 - Very Good Alignment	The curriculum using the correct shapes to measure perimeter.
MA.2.M.1.1	Estimate and measure the length of an object to the nearest inch, foot, yard, centimeter or meter by selecting and using an appropriate tool.	5 - Very Good Alignment	Student measure using all of the units using, meter stick, cubes and a ruler.
MA.2.M.1.2	Measure the lengths of two objects using the same unit and determine the difference between their measurements.	5 - Very Good Alignment	Students use tools to measure and determine the differences in length.
MA.2.M.1.3	Solve one- and two-step real-world measurement problems involving addition and subtraction of lengths given in the same units.	5 - Very Good Alignment	Students use real world tools to measure objects.
MA.2.M.2.1	Using analog and digital clocks, tell and write time to the nearest five minutes using a.m. and p.m. appropriately. Express portions of an hour using the fractional terms half an hour, half past, quarter of an hour, quarter after and quarter til.	5 - Very Good Alignment	Student tell time in many ways using both types of clocks. Lesson 12.4 teaches students am and pm.

MA.2.M.2.2	Solve one- and two-step addition and subtraction real-world problems involving either dollar bills within \$100 or coins within 100¢ using \$ and ¢ symbols appropriately.	5 - Very Good Alignment	Students solve real world problems using money. Some of the problems have them use more than one step.
MA.2.NSO.1.1	Read and write numbers from 0 to 1,000 using standard form, expanded form and word form.	5 - Very Good Alignment	Students represent a number in expanded form, word form and standard form. They use many methods to understand the concept.
MA.2.NSO.1.2	Compose and decompose three-digit numbers in multiple ways using hundreds, tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.	5 - Very Good Alignment	Place value includes three digit numbers. Students represent it in many ways.
MA.2.NSO.1.3	Plot, order and compare whole numbers up to 1,000.	5 - Very Good Alignment	Student use the number line to plot, order and compare numbers.
MA.2.NSO.1.4	Round whole numbers from 0 to 100 to the nearest 10.	5 - Very Good Alignment	Number lines are used to help students with this concept.
MA.2.NSO.2.1	Recall addition facts with sums to 20 and related subtraction facts with automaticity.	5 - Very Good Alignment	Many lessons and methods help students practice this benchmark.
MA.2.NSO.2.2	Identify the number that is ten more, ten less, one hundred more and one hundred less than a given three-digit number.	5 - Very Good Alignment	Models and place value charts are used in the lesson.
MA.2.NSO.2.3	Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100, with procedural reliability.	5 - Very Good Alignment	Students solve these problems using real-world conceptions and equations.
MA.2.NSO.2.4	Explore the addition of two whole numbers with sums up to 1,000. Explore the	5 - Very Good Alignment	Many methods are used for students to

	subtraction of a whole number from a whole number, each no larger than 1,000.		explore this benchmark.
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 	5 - Very Good Alignment	There are areas to explain their thinking.
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. 	5 - Very Good Alignment	Students use many different manipulatives throughout the curriculum.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency.	5 - Very Good Alignment	Students build fluency of concepts throughout the topics.

	<p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 		
<p>MA.K12.MTR.4.1</p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	<p>4 - Good Alignment</p>	<p>Math Talks are included in the lessons. This is an opportunity for students to have discussions.</p>
<p>MA.K12.MTR.5.1</p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p>	<p>5 - Very Good Alignment</p>	<p>Many areas involve students understanding a pattern.</p>

	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. 		
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. 	4 - Good Alignment	The explore section involves this MTR.
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. 	4 - Good Alignment	The Problem of the Day, word problems and measurement lessons connect to real-world concepts.

	<ul style="list-style-type: none"> • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	In independent practice and assessments, students need to explain their reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	The word problems and concepts allow for comprehension of grade level text.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	When estimating, students need to make inferences.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Throughout the lesson, students must listen to the directions and teaching.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	Some of the space allows for students to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Math talks help students practice this concept.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Math talks helps ELL students communicate with peers and teachers.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	Math talks helps ELL students communicate with peers and teachers.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	The curriculum aligns with the state's benchmarks.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	The skill level matches second grade learners.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	The materials are adaptable for every classroom. Students learn through multiple methods.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	The I can statements help students understand the significance.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	The complexity matches the standards.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	The complexity is aligned to the grade level, especially when students learn and use 3-digit numbers.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	The pacing and flow is organized correctly.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	The information was portrayed in an expert manner.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	The sources align to the quality of the materials.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	All the links connected to the correct material needed for the benchmark.

11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	There was no notice of bias or contradictions.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	It matches the discipline.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	All of the material is factual.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	The content matches our new standards.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	The material is relevant to the benchmarks.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Most of the content is relevant to second graders.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Most of the content is connect to 2nd graders life and is meaningful.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Most of the content is meaningful and creates connections.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	The material is fair and unbiased.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	The material was appropriate and portrays animals and people in the correct way.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	The benchmarks are covered.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	All of the activities and materials are provided through the curriculum.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	The topics and methods align to both.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	The curriculum is organized in a way for students to learn concrete to abstract.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Visuals of the manipulatives are helpful to students. For example, there are visuals of place value cubes to help students learn 2-Digit and 3-Digit numbers.
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	The pace is acceptable for the grade level and school year.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	ELL supports and common misconceptions are explained in each lesson.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	The presentation requirements are great.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Different teaching styles are given as options.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	The big ideas are thoroughly taught using different methods.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Outcomes are clear to the teacher and students through

		the standards written on each lesson and the I can statements for students.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	Students are taught many methods and ways of solving problems to later choose which one works for them.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	"Ready for more" has students using different learning styles.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	There is some activities that involve movement and learning through the kinesthetic style.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	The materials are well organized.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	The lessons build from concrete to abstract.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	The methods teach to the targeted outcome.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	The students need to explain their thinking when completing the assessments.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	The assessments are aligned to the learning outcomes.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	The lessons adhere to all learning styles and provide ELL accommodations and remediation lessons.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	The lessons align to all the benchmarks.

14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	The learning requirements are met.
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Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	The material prohibits CRT in all the instructional materials.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	It omits this way of teaching.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	It omits this subject.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	The SEL standards are not a focus in the curriculum.

Reviewer's Name: Joseph Ratasky

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: [Grade Three Mathematics](#)

Bid ID: 457

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

4 - Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

The overall usability would be fairly easy for the average teacher to use. However, this would only garner average learning by the students. Using this textbook you would need a knowledgeable teacher to implement above and beyond what is written in the student and teacher editions to meet the Mathematical Thinking and Reasoning standards. A teacher could simply have students open to a Lesson/page in the book and read through the opening problem, solutions, and examples but this wouldn't mean the deep conversations and

explorations into the math are happening. The problems could be used for this, and some notes suggesting this are in the TE, but it will be up to how teachers use this product in their classrooms ultimately that will determine student success with the B.E.S.T. standards for mathematics.

Standard	Description	Reviewer Rating	Rating Justification
MA.3.AR.1.1	Apply the distributive property to multiply a one-digit number and two-digit number. Apply properties of multiplication to find a product of one-digit whole numbers.	5 - Very Good Alignment	From the evidence shared, meets the standard
MA.3.AR.1.2	Solve one- and two-step real-world problems involving any of four operations with whole numbers.	3 - Fair Alignment	In most of the lessons, the title of the lesson gives away the operation. Students should be using the context of the problem to determine the operation.
MA.3.AR.2.1	Restate a division problem as a missing factor problem using the relationship between multiplication and division.	4 - Good Alignment	From the two examples provided, seems aligned.
MA.3.AR.2.2	Determine and explain whether an equation involving multiplication or division is true or false.	2 - Poor Alignment	There is only one lesson given as an example, and in the lesson there are only a few practice problems relating this standard.
MA.3.AR.2.3	Determine the unknown whole number in a multiplication or division equation, relating three whole numbers, with the unknown in any position.	4 - Good Alignment	Only one lesson truly matched this standard, but the others listed could be considered as applying the standard in different situations

MA.3.AR.3.1	Determine and explain whether a whole number from 1 to 1,000 is even or odd.	4 - Good Alignment	This could have been met better by not talking about divisibility rules
MA.3.AR.3.2	Determine whether a whole number from 1 to 144 is a multiple of a given one-digit number.	4 - Good Alignment	Only one specific example was given, it seems to meet the standard, but not much practice with the standard
MA.3.AR.3.3	Identify, create and extend numerical patterns.	4 - Good Alignment	From the examples listed, seems to meet the standard
MA.3.DP.1.1	Collect and represent numerical and categorical data with whole-number values using tables, scaled pictographs, scaled bar graphs or line plots. Use appropriate titles, labels and units.	4 - Good Alignment	There are a lot of uses of tally charts, which is a 1st grade standard. All of the tally charts could have easily been tables
MA.3.DP.1.2	Interpret data with whole-number values represented with tables, scaled pictographs, circle graphs, scaled bar graphs or line plots by solving one- and two-step problems.	4 - Good Alignment	There are a lot of uses of tally charts, which is a 1st grade standard. All of the tally charts could have easily been tables
MA.3.FR.1.2	Represent and interpret fractions, including fractions greater than one, in the form of $\frac{\square}{n}$ as the result of adding the unit fraction $\frac{1}{n}$ to itself m times.	3 - Fair Alignment	No examples of fractions greater than one, too much use of "parts out of" terminology vs. talking about groups of unit fractions
MA.3.FR.1.3	Read and write fractions, including fractions greater than one, using standard form, numeral-word form and word form.	3 - Fair Alignment	From the examples shared, fair alignment, needs more models of fractions greater than one on a number line, and no examples of mixed numbers

MA.3.FR.2.1	Plot, order and compare fractional numbers with the same numerator or the same denominator.	3 - Fair Alignment	Should be more emphasis on using number lines and plotting fractions to order and compare according to the benchmark
MA.3.FR.2.2	Identify equivalent fractions and explain why they are equivalent.	4 - Good Alignment	Only two lessons, but seem aligned to benchmark
MA.3.GR.1.1	Describe and draw points, lines, line segments, rays, intersecting lines, perpendicular lines and parallel lines. Identify these in two-dimensional figures.	2 - Poor Alignment	The term right angle is used quite often, the benchmark calls for the terms square angle or square corner. Also more emphasis on lines, points, line segments, etc. in abstract pictures vs. with shapes. Box on page 741 is confusing, because it is 3D it skews the view of the angle.
MA.3.GR.1.2	Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids.	3 - Fair Alignment	Lesson 2 uses right angles and "less than" and "more than" right angles to classify shapes, this is 4th grade. Venn diagrams are not specifically mentioned until 5th grade standards.
MA.3.GR.1.3	Draw line(s) of symmetry in a two-dimensional figure and identify line-symmetric two-dimensional figures.	5 - Very Good Alignment	Examples meet the benchmark.
MA.3.GR.2.1	Explore area as an attribute of a two-dimensional figure by covering the figure with unit squares without gaps or overlaps. Find areas of rectangles by counting unit squares.	4 - Good Alignment	Defines area as the number of squares "inside" a figure rather than "covering" the figure. Lessons 3 & 4

			should be GR.2.2 as multiplication is used. GR.2.1 should be a connecting benchmark for Lessons 3 &4.
MA.3.GR.2.2	Find the area of a rectangle with whole-number side lengths using a visual model and a multiplication formula.	4 - Good Alignment	The GR.2.2 should be a connecting benchmark with Lessons 1, 2, & 5.
MA.3.GR.2.3	Solve mathematical and real-world problems involving the perimeter and area of rectangles with whole-number side lengths using a visual model and a formula.	4 - Good Alignment	Students should be encouraged to find their own formulas for perimeter, not given one.
MA.3.GR.2.4	Solve mathematical and real-world problems involving the perimeter and area of composite figures composed of non-overlapping rectangles with whole-number side lengths.	5 - Very Good Alignment	Examples shown meet the benchmark
MA.3.M.1.1	Select and use appropriate tools to measure the length of an object, the volume of liquid within a beaker and temperature.	2 - Poor Alignment	Line plots with fractions are no longer in 3rd grade.
MA.3.M.1.2	Solve real-world problems involving any of the four operations with whole-number lengths, masses, weights, temperatures or liquid volumes.	4 - Good Alignment	Problem solving involving measurement units should be whole numbers not fractions, there are a few word problems involving fractions.
MA.3.M.2.1	Using analog and digital clocks tell and write time to the nearest minute using a.m. and p.m. appropriately.	3 - Fair Alignment	The lesson on am/pm is a 2nd grade benchmark.
MA.3.M.2.2	Solve one- and two-step real-world problems involving elapsed time.	5 - Very Good Alignment	Examples given meet the benchmark.
MA.3.NSO.1.1	Read and write numbers from 0 to 10,000 using standard form, expanded form and word form.	5 - Very Good Alignment	Example given meets the benchmark

MA.3.NSO.1.2	Compose and decompose four-digit numbers in multiple ways using thousands, hundreds, tens and ones. Demonstrate each composition or decomposition using objects, drawings and expressions or equations.	5 - Very Good Alignment	Example given meets the benchmark
MA.3.NSO.1.3	Plot, order and compare whole numbers up to 10,000.	5 - Very Good Alignment	Examples given meets the benchmark
MA.3.NSO.1.4	Round whole numbers from 0 to 1,000 to the nearest 10 or 100.	4 - Good Alignment	Students should develop their own methods for rounding rather than be given a procedure such as on page 46. Rounding is an example of estimation, not the only way to estimate, students should not be told to round to certain place values when estimating sums and differences.
MA.3.NSO.2.1	Add and subtract multi-digit whole numbers including using a standard algorithm with procedural fluency.	4 - Good Alignment	The lessons show many different strategies for addition and subtraction, however they are all part of different lessons rather than comparing and contrasting the strategies and determining when one might be most efficient.
MA.3.NSO.2.2	Explore multiplication of two whole numbers with products from 0 to 144, and related division facts.	4 - Good Alignment	Only two lessons involving division models.
MA.3.NSO.2.3	Multiply a one-digit whole number by a multiple of 10, up to 90, or a multiple of 100, up to 900, with procedural reliability.	5 - Very Good Alignment	Examples meet the benchmark

MA.3.NSO.2.4	Multiply two whole numbers from 0 to 12 and divide using related facts with procedural reliability.	5 - Very Good Alignment	Examples meet the benchmark
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 	3 - Fair Alignment	If used as the book shows, most of the thinking is done for the students in the examples. A teacher could use the problems without the book to engage in MTR.1.1
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. 	3 - Fair Alignment	The examples show different models or strategies, but there is not a lot of questions asking students to compare or find what is the same about them
MA.K12.MTR.3.1	Complete tasks with mathematical fluency.	3 - Fair Alignment	There are opportunities for

	<p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 		<p>students to demonstrate fluency, however they could just copy what is shown in the examples in the book. The teacher will need to talk to or ask the students to demonstrate their understanding.</p>
<p>MA.K12.MTR.4.1</p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	<p>3 - Fair Alignment</p>	<p>The opportunity is provided in the book, however it will be up to the teacher to facilitate these discussions.</p>
<p>MA.K12.MTR.5.1</p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p>	<p>3 - Fair Alignment</p>	<p>Most of these examples use patterns within the lesson, however they do not connect to prior times when students may use certain strategies,</p>

	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. 		<p>such as connecting equal groups of single digit factors to future work with equal groups of 2- or 3-digit factors.</p>
<p>MA.K12.MTR.6.1</p>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. 	<p>4 - Good Alignment</p>	<p>There are decent opportunities for students to assess the methods from the book. The teacher will need to ensure students are also assessing each others' work.</p>
<p>MA.K12.MTR.7.1</p>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. 	<p>5 - Very Good Alignment</p>	<p>The examples demonstrate the standard</p>

	<ul style="list-style-type: none"> • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	There seem to be an adequate amount of opportunities to meet this standard
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	The examples seem to meet the standard
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	The examples seem to meet the standard
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	3 - Fair Alignment	There are opportunities, but it will depend on how the teacher engages the students in this standard
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	The examples seem to meet the standard
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	There are opportunities, but it will depend on how the teacher engages the students in this standard
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	There are opportunities, but it will depend on how the teacher engages the students in this standard

ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	3 - Fair Alignment	There are opportunities, but it will depend on how the teacher engages the students in this standard
MA.3.FR.1.1	Represent and interpret unit fractions in the form $\frac{1}{n}$ as the quantity formed by one part when a whole is partitioned into n equal parts.	3 - Fair Alignment	Did not see many examples of fractions greater than one until the set fractions lesson, could use more examples of fractions on a number line when introducing fractions and unit fractions

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Mostly the lessons aligned with the standards for the grade level
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	3 - Fair Alignment	There were a few lessons that seemed to align with different grade level, such as tally marks, fractions on line plots, use of Venn Diagrams, etc.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	The problems in the lessons could be used for classroom use pretty much as is.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Most of the content seems aligned with the level
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Most of the content seems aligned with the level
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	Most of the content seems aligned with the level

7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	The time period for teaching in a lesson and for the year should be possible
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	There are multiple examples of cited materials
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	The cited resources support content knowledge
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	I did not see any mistakes
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	I did not see any examples of this
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	I did not see anything that stood out
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	I did not see any mistakes
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Everything seemed up to date
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Everything seemed up to date
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	I do not know if children this age would be interested in all of the real-world examples, but they are standard for similar types of textbooks.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	I do not know if children this age would be interested in all of the real-world examples, but they are standard for similar types of textbooks.

18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	I do not know if children this age would be interested in all of the real-world examples, but they are standard for similar types of textbooks.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	I did not see any unfair or biased portrayals
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	I did not see any examples of this
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	In general, yes

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	With some adjustment the teacher could easily use what is in the book alone
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Seems pretty simple to choose materials to use
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	The TE is simple to understand and the flow is simple
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	Typical compared to other textbooks
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	Seems to allow enough time for most standards, some such as rounding could use more time.

6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	3 - Fair Alignment	There are suggested resources the teacher could utilize
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Overall, it is similar to pretty much all K-5 math textbooks available

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	Average for a textbook
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Follows the standards
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Clear instruction for the teachers
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	3 - Fair Alignment	Most of this work will need to be done by the teacher, but there are opportunities
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	There are many ways to adapt the resources in the teacher edition, it will be up to the teacher to do this
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	A teacher could adapt this to make it more engaging, but as it is, it is no more engaging than any other textbook
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	There are options for the teacher in the teacher edition
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	Seem to be aligned to what the standards call for

9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Seem to be aligned to what the standards call for
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Many opportunities for varied assessment
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	The textbook clearly aligns outcomes with the assessment opportunities
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	There are suggestions in the teacher edition, onus would be on the teacher to make these adjustments
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	3 - Fair Alignment	Again, it will be up to the teacher. As written I don't see the MTR's being met without interjection from the teacher
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	3 - Fair Alignment	I would say this is an average textbook, nothing really stands out for the positive or the negative

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	Did not see any examples
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Did not see any examples
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Did not see any examples
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	Did not see any examples

Reviewer's Name: Stephanie Sharrer

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: [Grade Three Mathematics](#)

Bid ID: 457

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

No

How would you rate the overall usability of the instructional material?

3 - Fair Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

Alignment to the benchmarks and the information provided in the benchmarks and clarifications is sometimes lacking, either not going far enough or going too far into the next grade level or content that is not necessary for the grade level. It follows a gradual release model and provides a lot of scaffolding for the average student.

Standard	Description	Reviewer Rating	Rating Justification
MA.3.AR.1.1	Apply the distributive property to multiply a one-digit number and two-digit number. Apply properties of multiplication to find a product of one-digit whole numbers.	3 - Fair Alignment	Distributive property for 1-digit by 2-digit numbers was not a focus of these lessons and there were no arrays in the multiply by 11 or 12 lesson to help students make sense of the purpose of the property and its usefulness
MA.3.AR.1.2	Solve one- and two-step real-world problems involving any of four operations with whole numbers.	3 - Fair Alignment	Provides 1 and 2 step word problems but does not provide different types of word problems according to the situations appendix in the BEST standards; mainly shows quotative division and not partitive division
MA.3.AR.2.1	Restate a division problem as a missing factor problem using the relationship between multiplication and division.	4 - Good Alignment	Hits the majority of the standard; very few problems extend to factors beyond 9
MA.3.AR.2.2	Determine and explain whether an equation involving multiplication or division is true or false.	3 - Fair Alignment	Hits the standard but only allows for minimal practice
MA.3.AR.2.3	Determine the unknown whole number in a multiplication or division equation, relating three whole numbers, with the unknown in any position.	4 - Good Alignment	The unknowns in the equations are included in different spots, but none were seen as quotient = ___ divided by dividend
MA.3.AR.3.1	Determine and explain whether a whole number from 1 to 1,000 is even or odd.	2 - Poor Alignment	Only addresses even and odd when referring to patterns in addition or

			multiplication table, not identifying whether numbers by themselves are odd or even
MA.3.AR.3.2	Determine whether a whole number from 1 to 144 is a multiple of a given one-digit number.	4 - Good Alignment	Shows different ways of finding multiples and provides some word problem applications
MA.3.AR.3.3	Identify, create and extend numerical patterns.	4 - Good Alignment	Provides opportunities with patterns with different operations
MA.3.DP.1.1	Collect and represent numerical and categorical data with whole-number values using tables, scaled pictographs, scaled bar graphs or line plots. Use appropriate titles, labels and units.	4 - Good Alignment	Variety of graphs (some horizontal and others vertical); includes some scaled options
MA.3.DP.1.2	Interpret data with whole-number values represented with tables, scaled pictographs, circle graphs, scaled bar graphs or line plots by solving one- and two-step problems.	3 - Fair Alignment	Asks one and two step questions with different types of graphs; no circle graphs
MA.3.FR.1.2	Represent and interpret fractions, including fractions greater than one, in the form of $\frac{\square}{n}$ as the result of adding the unit fraction $\frac{1}{n}$ to itself m times.	4 - Good Alignment	Has students write fractions as a sum of unit fractions; provides models to support
MA.3.FR.1.3	Read and write fractions, including fractions greater than one, using standard form, numeral-word form and word form.	5 - Very Good Alignment	good practice naming and understanding fractions using different representations to bring meaning to what a fraction is
MA.3.FR.2.1	Plot, order and compare fractional numbers with the same numerator or the same denominator.	3 - Fair Alignment	minimal practice plotting fractions on a number line and using

			the number line to compare and order fractions
MA.3.FR.2.2	Identify equivalent fractions and explain why they are equivalent.	2 - Poor Alignment	many problems are asking students to generate equivalent fractions and are not focused on determining whether fractions are equivalent or not; number lines are not used in this process
MA.3.GR.1.1	Describe and draw points, lines, line segments, rays, intersecting lines, perpendicular lines and parallel lines. Identify these in two-dimensional figures.	2 - Poor Alignment	right angle is not a part of the benchmark and neither is naming these in a figure, just identifying them and describing them
MA.3.GR.1.2	Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids.	2 - Poor Alignment	right angle is not a part of the benchmark and neither is naming these in a figure, just identifying them and describing them; the intent of the benchmark is not venn diagrams of shapes
MA.3.GR.1.3	Draw line(s) of symmetry in a two-dimensional figure and identify line-symmetric two-dimensional figures.	3 - Fair Alignment	good practice identifying and drawing lines of symmetry, but goes beyond the scope of the benchmark by making students draw figures with lines of symmetry
MA.3.GR.2.1	Explore area as an attribute of a two-dimensional figure by covering the figure with unit squares without gaps or overlaps. Find areas of rectangles by counting unit squares.	3 - Fair Alignment	The first 2 lessons are decently aligned; focus more on area of irregular shapes than on area of rectangles;

			the last 2 lessons linked relate more to 3.GR.2.2
MA.3.GR.2.2	Find the area of a rectangle with whole-number side lengths using a visual model and a multiplication formula.	3 - Fair Alignment	gives students the opportunity to make sense of the area formula and use it to find the area of rectangles; goes beyond the clarifications of up to 12 x 12 rectangles
MA.3.GR.2.3	Solve mathematical and real-world problems involving the perimeter and area of rectangles with whole-number side lengths using a visual model and a formula.	2 - Poor Alignment	the intent of the benchmark is not to find missing side lengths; the problems go outside the clarification of up to 12 x 12 rectangles
MA.3.GR.2.4	Solve mathematical and real-world problems involving the perimeter and area of composite figures composed of non-overlapping rectangles with whole-number side lengths.	3 - Fair Alignment	some shapes are rectangles and ask students to make them composite shapes; many composite shapes have more than 2 parts, so there is not much practice for composite shapes made of 2 rectangles
MA.3.M.1.1	Select and use appropriate tools to measure the length of an object, the volume of liquid within a beaker and temperature.	2 - Poor Alignment	goes beyond the extent of the benchmark; fractions of cups, cups, pints, quarts, and gallons, weight of objects; does not have students measure to the nearest centimeter
MA.3.M.1.2	Solve real-world problems involving any of the four operations with whole-number	2 - Poor Alignment	goes beyond extent of benchmark; how many

	lengths, masses, weights, temperatures or liquid volumes.		1/2 cups are in 4 cups (dividing a whole number by a fraction); requires conversions to solve
MA.3.M.2.1	Using analog and digital clocks tell and write time to the nearest minute using a.m. and p.m. appropriately.	3 - Fair Alignment	students can tell and write time from an analog and a digital clock; they are expected to describe the time in words which seems to be beyond the extent of the benchmark; no practice on having a clock show a given time as shown in the B1G-M document
MA.3.M.2.2	Solve one- and two-step real-world problems involving elapsed time.	3 - Fair Alignment	not many opportunities to cross an hour when calculating elapsed time, but gives practice solving different types of time interval problems
MA.3.NSO.1.1	Read and write numbers from 0 to 10,000 using standard form, expanded form and word form.	4 - Good Alignment	practice with forms of numbers to 10,000
MA.3.NSO.1.2	Compose and decompose four-digit numbers in multiple ways using thousands, hundreds, tens and ones. Demonstrate each composition or decomposition using objects, drawings and expressions or equations.	3 - Fair Alignment	not too much practice writing expressions and equations for the decompositions
MA.3.NSO.1.3	Plot, order and compare whole numbers up to 10,000.	4 - Good Alignment	good practice plotting numbers; not as much practice using number lines to compare numbers
MA.3.NSO.1.4	Round whole numbers from 0 to 1,000 to the nearest 10 or 100.	4 - Good Alignment	shows rounding on a number line and has

			students practice rounding to estimate sums and differences
MA.3.NSO.2.1	Add and subtract multi-digit whole numbers including using a standard algorithm with procedural fluency.	3 - Fair Alignment	provides opportunities to add and subtract; does not relate strategies to bring meaning to the work
MA.3.NSO.2.2	Explore multiplication of two whole numbers with products from 0 to 144, and related division facts.	3 - Fair Alignment	includes different representations of multiplication (many more than are required by the benchmark), but gives practice for each modeling
MA.3.NSO.2.3	Multiply a one-digit whole number by a multiple of 10, up to 90, or a multiple of 100, up to 900, with procedural reliability.	5 - Very Good Alignment	good practice and visuals for multiplying by multiples of 10 or 100
MA.3.NSO.2.4	Multiply two whole numbers from 0 to 12 and divide using related facts with procedural reliability.	4 - Good Alignment	good practice using efficient strategies to multiply
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 	3 - Fair Alignment	has some opportunities

MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 	<p>3 - Fair Alignment</p>	<p>allows for multiple ways to solve problems, but doesn't always encourage building the connections between the strategies</p>
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 	<p>2 - Poor Alignment</p>	<p>does not build on the different levels of fluency as discussed in the BEST standards</p>
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p>	<p>3 - Fair Alignment</p>	<p>has some opportunities</p>

	<p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 		
<p>MA.K12.MTR.5.1</p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. 	<p>2 - Poor Alignment</p>	<p>does not focus on building connections to previously learned materials and relating current content to past information</p>
<p>MA.K12.MTR.6.1</p>	<p>Assess the reasonableness of solutions.</p>	<p>2 - Poor Alignment</p>	<p>reasonableness is not highlighted very much; could have easily used lessons on estimate</p>

	<p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. 		<p>sums and differences to show how rounding helps you assess the reasonableness</p>
<p>MA.K12.MTR.7.1</p>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	<p>3 - Fair Alignment</p>	<p>some problems relate to student interests where as others do not</p>
<p>ELA.K12.EE.1.1</p>	<p>Cite evidence to explain and justify reasoning.</p>	<p>2 - Poor Alignment</p>	<p>does not ask students to support with evidence</p>
<p>ELA.K12.EE.2.1</p>	<p>Read and comprehend grade-level complex texts proficiently.</p>	<p>3 - Fair Alignment</p>	<p>has some opportunities</p>
<p>ELA.K12.EE.3.1</p>	<p>Make inferences to support comprehension.</p>	<p>2 - Poor Alignment</p>	<p>has minimal opportunities</p>
<p>ELA.K12.EE.4.1</p>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>	<p>3 - Fair Alignment</p>	<p>has some opportunities</p>

ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	has some opportunities
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	2 - Poor Alignment	has minimal opportunities
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	has some opportunities
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	3 - Fair Alignment	has some opportunities
MA.3.FR.1.1	Represent and interpret unit fractions in the form $\frac{1}{n}$ as the quantity formed by one part when a whole is partitioned into n equal parts.	4 - Good Alignment	allows students to interpret the meaning of a unit fraction

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	3 - Fair Alignment	depends on the benchmark; some are aligned well and others do not hit the intent of the benchmark and clarifications
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	3 - Fair Alignment	depends on the benchmark; some are aligned well and others do not hit the intent of the benchmark and clarifications
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	can be implemented in the classroom with some changes necessary
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3 - Fair Alignment	some lessons provide sufficient details, but others need more
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	some benchmarks are better aligned to the intent of the

		benchmark and the instructional items in the B1G-M than others
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	3 - Fair Alignment	the level of the lesson sometimes meets the student abilities and grade levels but sometimes do not match
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	3 - Fair Alignment	some lessons need additional time for the difficulty of the benchmark
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	good information on content for teachers
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	good use of additional sources
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	no errors noticed
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	no bias seen
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	none seen
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	no issues in facts seen
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	3 - Fair Alignment	decently up to date but lacks some of the current research on math fluency and not using the gradual release process
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	3 - Fair Alignment	some contexts are more relevant than others; some are outdated

16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	3 - Fair Alignment	some contexts are more relevant than others; some are outdated
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	3 - Fair Alignment	some contexts are more relevant than others; some are outdated
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	at times brings in additional content areas
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	seems fair and unbiased
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	no issues seen
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	some times; there are discrepancies

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	3 - Fair Alignment	some benchmarks are well taught and provide enough resources, while others would require quite a bit of additional teaching materials
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	3 - Fair Alignment	some issues with alignment
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	3 - Fair Alignment	at times the order does not make sense but for the most part seems reasonable for the course
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in	4 - Good Alignment	seem mostly engaging for a textbook

understanding of the content at a level appropriate to the students' abilities.		
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	3 - Fair Alignment	some lessons are better chunked than others so some are more manageable at one time than others
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	3 - Fair Alignment	seems to be easily used
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	3 - Fair Alignment	decent presentation

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	some elements will motivate and engage learners, but most appear as just a "boring workbook page"
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	3 - Fair Alignment	some ideas are taught well and thoroughly but not all
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	clear statements of information and outcomes present
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	3 - Fair Alignment	sometimes there is too much scaffolding that does not allow for students to be problem solvers
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	has options for reteach, enrichment, ESE, and ESOL
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	some elements will motivate and engage learners, but most appear as just a "boring workbook page"

7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	3 - Fair Alignment	some good activities to extend the content
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	3 - Fair Alignment	some strategies that are effective but mostly older teaching styles
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	2 - Poor Alignment	too much scaffolding and gradual release instead of allowing students to persevere in problem solving
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	correlation seen
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	3 - Fair Alignment	some assessment opportunities
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	considers many groups of students
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	3 - Fair Alignment	some MTRs are integrated better than others
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	3 - Fair Alignment	standard

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	no CRT seen
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	no CRT seen
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	no CRT seen

Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	none seen
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Reviewer's Name: Natalie Muldoon

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: [Grade Four Mathematics](#)

Bid ID: 458

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

5 - Very Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

Standard	Description	Reviewer Rating	Rating Justification
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MA.4.AR.1.1	Solve real-world problems involving multiplication and division of whole numbers including problems in which remainders must be interpreted within the context.	4 - Good Alignment	good balance of remainder interpretation
MA.4.AR.1.2	Solve real-world problems involving addition and subtraction of fractions with like denominators, including mixed numbers and fractions greater than one.	5 - Very Good Alignment	fraction types are accurate as per benchmark
MA.4.AR.1.3	Solve real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction.	5 - Very Good Alignment	good use of real world problems
MA.4.AR.2.1	Determine and explain whether an equation involving any of the four operations with whole numbers is true or false.	4 - Good Alignment	practice with true/false & explanations
MA.4.AR.2.2	Given a mathematical or real-world context, write an equation involving multiplication or division to determine the unknown whole number with the unknown in any position.	5 - Very Good Alignment	good use of models
MA.4.AR.3.1	Determine factor pairs for a whole number from 0 to 144. Determine whether a whole number from 0 to 144 is prime, composite or neither.	4 - Good Alignment	0 and 1 not prime or composite - need better clarification of that
MA.4.AR.3.2	Generate, describe and extend a numerical pattern that follows a given rule.	5 - Very Good Alignment	presented in a variety of ways
MA.4.DP.1.1	Collect and represent numerical data, including fractional values, using tables, stem-and-leaf plots or line plots.	4 - Good Alignment	Are they asked to collect any data?
MA.4.DP.1.2	Determine the mode, median or range to interpret numerical data including fractional values, represented with tables, stem-and-leaf plots or line plots.	5 - Very Good Alignment	includes all types of data representation in benchmark
MA.4.DP.1.3	Solve real-world problems involving numerical data.	5 - Very Good Alignment	real world problems are realistic

MA.4.FR.1.1	Model and express a fraction, including mixed numbers and fractions greater than one, with the denominator 10 as an equivalent fraction with the denominator 100.	5 - Very Good Alignment	good use of models and real world examples
MA.4.FR.1.2	Use decimal notation to represent fractions with denominators of 10 or 100, including mixed numbers and fractions greater than 1, and use fractional notation with denominators of 10 or 100 to represent decimals.	5 - Very Good Alignment	correct use of fraction types and denominators
MA.4.FR.1.3	Identify and generate equivalent fractions, including fractions greater than one. Describe how the numerator and denominator are affected when the equivalent fraction is created.	5 - Very Good Alignment	includes different types of models as well as how the numerator and denominator are affected
MA.4.FR.1.4	Plot, order and compare fractions, including mixed numbers and fractions greater than one, with different numerators and different denominators.	5 - Very Good Alignment	great number line use
MA.4.FR.2.1	Decompose a fraction, including mixed numbers and fractions greater than one, into a sum of fractions with the same denominator in multiple ways. Demonstrate each decomposition with objects, drawings and equations.	5 - Very Good Alignment	objects, drawings, and equations included on one example to compare and reach all types of learners
MA.4.FR.2.2	Add and subtract fractions with like denominators, including mixed numbers and fractions greater than one, with procedural reliability.	4 - Good Alignment	little word form
MA.4.FR.2.3	Explore the addition of a fraction with denominator of 10 to a fraction with denominator of 100 using equivalent fractions.	4 - Good Alignment	lacking visual models
MA.4.FR.2.4	Extend previous understanding of multiplication to explore the multiplication of a fraction by a whole number or a whole number by a fraction.	5 - Very Good Alignment	begins with unit fractions to extend previous understanding

MA.4.GR.1.1	Informally explore angles as an attribute of two-dimensional figures. Identify and classify angles as acute, right, obtuse, straight or reflex.	4 - Good Alignment	reflex angle illustrations are misleading
MA.4.GR.1.2	Estimate angle measures. Using a protractor, measure angles in whole-number degrees and draw angles of specified measure in whole-number degrees. Demonstrate that angle measure is additive.	5 - Very Good Alignment	protractor use
MA.4.GR.1.3	Solve real-world and mathematical problems involving unknown whole-number angle measures. Write an equation to represent the unknown.	4 - Good Alignment	need more practice with unknown angle measure
MA.4.GR.2.1	Solve perimeter and area mathematical and real-world problems, including problems with unknown sides, for rectangles with whole-number side lengths.	4 - Good Alignment	missing practice with variable for missing side
MA.4.GR.2.2	Solve problems involving rectangles with the same perimeter and different areas or with the same area and different perimeters.	5 - Very Good Alignment	real world examples - a chapter for each
MA.4.M.1.1	Select and use appropriate tools to measure attributes of objects.	5 - Very Good Alignment	temp in separate chapter
MA.4.M.1.2	Convert within a single system of measurement using the units: yards, feet, inches; kilometers, meters, centimeters, millimeters; pounds, ounces; kilograms, grams; gallons, quarts, pints, cups; liter, milliliter; and hours, minutes, seconds.	5 - Very Good Alignment	time in separate chapter
MA.4.M.2.1	Solve two-step real-world problems involving distances and intervals of time using any combination of the four operations.	4 - Good Alignment	no items with fractions
MA.4.M.2.2	Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation.	5 - Very Good Alignment	well done
MA.4.NSO.1.1	Express how the value of a digit in a multi-digit whole number changes if the digit moves one place to the left or right.	4 - Good Alignment	begins with models

MA.4.NSO.1.2	Read and write multi-digit whole numbers from 0 to 1,000,000 using standard form, expanded form and word form.	5 - Very Good Alignment	stays within limits
MA.4.NSO.1.3	Plot, order and compare multi-digit whole numbers up to 1,000,000.	5 - Very Good Alignment	includes number lines - stays within limits
MA.4.NSO.1.4	Round whole numbers from 0 to 10,000 to the nearest 10, 100 or 1,000.	5 - Very Good Alignment	stays within parameters set in benchmark
MA.4.NSO.1.5	Plot, order and compare decimals up to the hundredths.	5 - Very Good Alignment	number line use
MA.4.NSO.2.1	Recall multiplication facts with factors up to 12 and related division facts with automaticity.	5 - Very Good Alignment	includes product first
MA.4.NSO.2.2	Multiply two whole numbers, up to three digits by up to two digits, with procedural reliability.	5 - Very Good Alignment	taught multiple strategies
MA.4.NSO.2.3	Multiply two whole numbers, each up to two digits, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	different strategies shared
MA.4.NSO.2.4	Divide a whole number up to four digits by a one-digit whole number with procedural reliability. Represent remainders as fractional parts of the divisor.	5 - Very Good Alignment	multiple strategies
MA.4.NSO.2.5	Explore the multiplication and division of multi-digit whole numbers using estimation, rounding and place value.	5 - Very Good Alignment	rounding in more than one lesson
MA.4.NSO.2.6	Identify the number that is one-tenth more, one-tenth less, one-hundredth more and one-hundredth less than a given number.	5 - Very Good Alignment	ample practice
MA.4.NSO.2.7	Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths.	5 - Very Good Alignment	follows benchmark
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others:	4 - Good Alignment	many methods modeled

	<ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 		
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. 	5 - Very Good Alignment	many types of models included throughout
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. 	4 - Good Alignment	not explicit, but implied use

	<ul style="list-style-type: none"> • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 		
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	5 - Very Good Alignment	In MathTalk
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. 	5 - Very Good Alignment	In MathTalk

	<ul style="list-style-type: none"> Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. 		
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. 	5 - Very Good Alignment	In MathTalk
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency. 	5 - Very Good Alignment	consistent real world applications and examples

ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	many opportunities to explain
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	grade level text
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	some opportunity for this in launches
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	a lot of suggestions to discuss in teacher sections
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	clear instructions in teacher sections
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Launch Into sections
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Strategies for Multilingual Learners
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	SEL section

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	see alignment above
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	see alignment above
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	good balance of practice and instruction with spiral review and problem solving

4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	mostly
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	including most of the BIG M clarifications and instructional item types
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	test is on grade level
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Overall pacing is fair - considering progress monitoring and not FSA next year
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	yes
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	yes
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	I did not come across any
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	no bias found
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	great use of models
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	none found
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	MTRs included

15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	much is relevant, ie. manatees
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	yes
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	many consistent real world connections throughout
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	opportunities to read and write - various content areas incorporated
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	consistent use
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	appropriate
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	majority very good alignment

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	Thorough teacher PD and side information in TE
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	yes within my scope
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	in order of BEST Standards
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in	5 - Very Good Alignment	relevant and colorful

understanding of the content at a level appropriate to the students' abilities.		
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	I believe the rate is fair
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	Waggle
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	presentation with Waggle component is well done

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	real world connections, good spacing, colorful, nice photos
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Launch sections
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	BEST benchmarks and MTRs clearly notated with clear I Can statements per lesson
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	decent scaffolding
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	many strategies and models with good teacher support
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	more mental than physical
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	sufficient and aligned practice, spiral, and assessments

8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	many strategies taught but not assessed - students can choose strategy
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	many strategies taught but not assessed - students can choose strategy
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	lesson checks, reviews, performance assessments, and summatives with various item types also included in practice items
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	aligned well to instruction and practice
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	ELL included, but enrich activities are not very rigorous, some tier 2/3 activities, but may be more in Waggle
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	MTRs clearly stated and good use of text
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	most learning requirements are very good

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	no CRT seen
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	yes
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	none seen

Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	4 - Good Alignment	includes SEL in teacher parts
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Reviewer's Name: Melissa Soto

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: [Grade Four Mathematics](#)

Bid ID: 458

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

5 - Very Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

The curriculum is very easy to use and provides ample professional development and support content for teachers. The curriculum provides ample resources for teachers to teach the standards as well as assess the standards. And, additional practice is provided for those students who need reteaching. One recommendation would to include content that could be used during an intervention block to support prerequisite skills prior to students learning the grade level standard. Content for proactive teachers is not present, only reactive content.

Although visuals and concrete representations are included in many lessons, additional practice scaffolding the use manipulatives and linking them to procedures could be included. Additionally, teachers would benefit from multiple activities to support content specific vocabulary rather than just the one page for each chapter.

Standard	Description	Reviewer Rating	Rating Justification
MA.4.AR.1.1	Solve real-world problems involving multiplication and division of whole numbers including problems in which remainders must be interpreted within the context.	5 - Very Good Alignment	Aligns to the standard.
MA.4.AR.1.2	Solve real-world problems involving addition and subtraction of fractions with like denominators, including mixed numbers and fractions greater than one.	4 - Good Alignment	Ch. 5 Lesson 1 doesn't involve addition and subtraction of fractions. Otherwise, the other lessons provide adequate problems involving the content of the standard with some variety in the problems.
MA.4.AR.1.3	Solve real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction.	5 - Very Good Alignment	Problems provided with visuals understand the concept within the standard.
MA.4.AR.2.1	Determine and explain whether an equation involving any of the four operations with whole numbers is true or false.	4 - Good Alignment	Only 6 practice problems provided.
MA.4.AR.2.2	Given a mathematical or real-world context, write an equation involving multiplication or division to determine the unknown whole number with the unknown in any position.	5 - Very Good Alignment	Lesson content aligns to stanard.

MA.4.AR.3.1	Determine factor pairs for a whole number from 0 to 144. Determine whether a whole number from 0 to 144 is prime, composite or neither.	4 - Good Alignment	Although multiples are not mentioned in the BEST standard, they are included in this lesson grouped with this standard. MAFS.4.OA.2.4 included multiples in the standard, however this content includes multiples. Although NSO.2.1 is also referenced, I don't see the term multiples included in any of the BEST standards.
MA.4.AR.3.2	Generate, describe and extend a numerical pattern that follows a given rule.	4 - Good Alignment	The standard is aligned, however additional practice should be provided.
MA.4.DP.1.1	Collect and represent numerical data, including fractional values, using tables, stem-and-leaf plots or line plots.	5 - Very Good Alignment	Content matched the standard and provided ample practice.
MA.4.DP.1.2	Determine the mode, median or range to interpret numerical data including fractional values, represented with tables, stem-and-leaf plots or line plots.	5 - Very Good Alignment	Content matched the standard and provided ample practice.
MA.4.DP.1.3	Solve real-world problems involving numerical data.	5 - Very Good Alignment	Content matched the standard and provided ample practice.
MA.4.FR.1.1	Model and express a fraction, including mixed numbers and fractions greater than one, with the denominator 10 as an equivalent fraction with the denominator 100.	5 - Very Good Alignment	Skill demonstrated pg. 517-522
MA.4.FR.1.2	Use decimal notation to represent fractions with denominators of 10 or 100, including mixed numbers and fractions greater than 1, and use fractional notation with denominators of 10 or 100 to represent decimals.	5 - Very Good Alignment	Content aligns well.

MA.4.FR.1.3	Identify and generate equivalent fractions, including fractions greater than one. Describe how the numerator and denominator are affected when the equivalent fraction is created.	5 - Very Good Alignment	Content aligns well.
MA.4.FR.1.4	Plot, order and compare fractions, including mixed numbers and fractions greater than one, with different numerators and different denominators.	5 - Very Good Alignment	Content aligns well.
MA.4.FR.2.1	Decompose a fraction, including mixed numbers and fractions greater than one, into a sum of fractions with the same denominator in multiple ways. Demonstrate each decomposition with objects, drawings and equations.	5 - Very Good Alignment	Content aligns well.
MA.4.FR.2.2	Add and subtract fractions with like denominators, including mixed numbers and fractions greater than one, with procedural reliability.	5 - Very Good Alignment	Content aligned. Clarification #1 included in instruction.
MA.4.FR.2.3	Explore the addition of a fraction with denominator of 10 to a fraction with denominator of 100 using equivalent fractions.	5 - Very Good Alignment	Few practice problems, but aligned.
MA.4.FR.2.4	Extend previous understanding of multiplication to explore the multiplication of a fraction by a whole number or a whole number by a fraction.	5 - Very Good Alignment	Content aligned.
MA.4.GR.1.1	Informally explore angles as an attribute of two-dimensional figures. Identify and classify angles as acute, right, obtuse, straight or reflex.	4 - Good Alignment	Few "real-world pictures" (pg. 589-594, 595-600) as stated in the benchmark clarifications.
MA.4.GR.1.2	Estimate angle measures. Using a protractor, measure angles in whole-number degrees and draw angles of specified measure in whole-number degrees. Demonstrate that angle measure is additive.	5 - Very Good Alignment	Content aligned and ample practice provided.

MA.4.GR.1.3	Solve real-world and mathematical problems involving unknown whole-number angle measures. Write an equation to represent the unknown.	5 - Very Good Alignment	Content aligned and ample practice provided.
MA.4.GR.2.1	Solve perimeter and area mathematical and real-world problems, including problems with unknown sides, for rectangles with whole-number side lengths.	5 - Very Good Alignment	Aligns to standard. Ample practice provided.
MA.4.GR.2.2	Solve problems involving rectangles with the same perimeter and different areas or with the same area and different perimeters.	5 - Very Good Alignment	Aligns to standard. Ample practice provided.
MA.4.M.1.1	Select and use appropriate tools to measure attributes of objects.	3 - Fair Alignment	Attributes not clearly defined in given lessons.
MA.4.M.1.2	Convert within a single system of measurement using the units: yards, feet, inches; kilometers, meters, centimeters, millimeters; pounds, ounces; kilograms, grams; gallons, quarts, pints, cups; liter, milliliter; and hours, minutes, seconds.	5 - Very Good Alignment	Aligns the to standard stays within the benchmark clarifications.
MA.4.M.2.1	Solve two-step real-world problems involving distances and intervals of time using any combination of the four operations.	3 - Fair Alignment	Problems involving distance were not included. Problems did not include fractions.
MA.4.M.2.2	Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation.	2 - Poor Alignment	Pg. 573-578. The standard states addition/subtraction problems. However, lesson 6 involves multiplication and division. The NSO standard also listed doesn't not include multiplication/division.
MA.4.NSO.1.1	Express how the value of a digit in a multi-digit whole number changes if the digit moves one place to the left or right.	5 - Very Good Alignment	Content aligned

MA.4.NSO.1.2	Read and write multi-digit whole numbers from 0 to 1,000,000 using standard form, expanded form and word form.	5 - Very Good Alignment	Content aligned
MA.4.NSO.1.3	Plot, order and compare multi-digit whole numbers up to 1,000,000.	5 - Very Good Alignment	Content aligned
MA.4.NSO.1.4	Round whole numbers from 0 to 10,000 to the nearest 10, 100 or 1,000.	5 - Very Good Alignment	Content aligned
MA.4.NSO.1.5	Plot, order and compare decimals up to the hundredths.	5 - Very Good Alignment	Content aligned
MA.4.NSO.2.1	Recall multiplication facts with factors up to 12 and related division facts with automaticity.	5 - Very Good Alignment	Content aligned. Ample practice.
MA.4.NSO.2.2	Multiply two whole numbers, up to three digits by up to two digits, with procedural reliability.	5 - Very Good Alignment	Content aligned. Ample practice.
MA.4.NSO.2.3	Multiply two whole numbers, each up to two digits, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	Content aligned. Ample practice.
MA.4.NSO.2.4	Divide a whole number up to four digits by a one-digit whole number with procedural reliability. Represent remainders as fractional parts of the divisor.	5 - Very Good Alignment	Content aligned. Ample practice.
MA.4.NSO.2.5	Explore the multiplication and division of multi-digit whole numbers using estimation, rounding and place value.	5 - Very Good Alignment	Content aligned.
MA.4.NSO.2.6	Identify the number that is one-tenth more, one-tenth less, one-hundredth more and one-hundredth less than a given number.	5 - Very Good Alignment	Content aligned.
MA.4.NSO.2.7	Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths.	5 - Very Good Alignment	Content aligned.

<p>MA.K12.MTR.1.1</p>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 	<p>5 - Very Good Alignment</p>	<p>Content includes practice in multiple places. MTR 1.1 listed beside discussion questions.</p>
<p>MA.K12.MTR.2.1</p>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. 	<p>5 - Very Good Alignment</p>	<p>Content includes practice in multiple places.</p>
<p>MA.K12.MTR.3.1</p>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p>	<p>5 - Very Good Alignment</p>	<p>Content includes practice in multiple places.</p>

	<ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 		
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	5 - Very Good Alignment	Content includes practice in multiple places.
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. 	5 - Very Good Alignment	Content includes practice in multiple places.

	<ul style="list-style-type: none"> • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. 		
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. 	5 - Very Good Alignment	Content includes practice in multiple places.
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	5 - Very Good Alignment	Content includes practice in multiple places.

ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Ample opportunities provided.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Grade level text included not only in word problems, but also in the "Launch Into" sections.
ELA.K12.EE.3.1	Make inferences to support comprehension.	2 - Poor Alignment	Not a skill embedded in a strong way.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Variety of situations not present.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Format evident within textbook content.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	1 - Very Poor/No Alignment	Explicit teaching of skill not evident.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	ELL strategies included throughout content.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	ELL strategies include instructional purposes.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Most of the standards are aligned well.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Skills don't appear to go beyond the extent of the standard.

3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	The materials are very adaptable for classroom instruction.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Additional teacher support beyond the text is needed, but most pages provide enough information.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	The complexity appears to match that of the standards.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	Most of the content matches the standards, and therefore matches grade level student abilities.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	3 - Fair Alignment	The time frame provided in the instructional model will only work in ideal situations. Additional time will be needed for transition, set up, lesson adjustments as needed, etc.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	3 - Fair Alignment	Professional learning references published 10+ years ago, with some references published in the 90's. Use more updated references.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Sources contribute to the quality of the content.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	An error was found and submitted to the appropriate contact.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	No bias or contradictions found.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Content is accurate.

13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	All content is factual and accurate.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Content is taught in a progression that makes sense including a focus on the concepts being taught.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	The content teaches the grade-level standards, is appropriate and relevant.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Context is appropriate for 9/10 year old students.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Content includes connections to Florida life such as Manatee and the Sunshine Skyway Bridge.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	A variety of disciplines are found within the text.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	Multicultural representation can be found throughout the student textbook.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	No inappropriate content found.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	In general, most of the content of the standards for this course are covered. A note was added for MA.4.M.2.2.

Presentation	Reviewer Rating	Rating Justification
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1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	If purchasing all the resources provided in this curriculum, the teacher should not need to prepare additional teaching materials.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	All components appear to be aligned.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Easy to follow organization.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	The content readability was appropriate for 4th grade students.
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	Pacing may be a bit fast for ELL or ESE students.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	3 - Fair Alignment	Student textbook does not seem to have an audio component except for the interactive lesson. And, the audio that reads the pages in the interactive lesson sounds like a robot. The students are not able to access the audio for each component in the digital materials since they are in pdf format.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Overall good alignment.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Topics are presented in an interesting way, typically with manipulatives or visuals.

2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Concepts are grouped together in a way that makes sense.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Chapters and lessons clearly state the goals and expectations for each lesson.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	Teacher resources questioned students in a way that allowed for students to think independently without fear of saying something "wrong".
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Lesson content includes support to ELL's or struggling students. Concepts are taught using various strategies including concrete and visual representations. Content is easily adapted to meet the needs of a variety of learners.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	The materials engage the mental activity of students. Some of the activities involve physical activity, but not much.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	The activities included in the materials are organized in a logical way.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	Practices for effective mathematics teaching can be found within the content. Lesson opening activity is often too guided (looking for very specific answers and strategies) to allow for students to develop their own ideas.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	The strategies incorporated focus on the concept and links the concept to the procedure.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Strong correlation

11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	Yes. Assessment items provide information regarding student understanding of the targeted outcomes, and provide remediation based on the assessment results.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	Incorporate additional practice providing concrete and visual representations.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	MTR.1.1 and MTR.2.1 could be strengthened in the content.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	Overall good alignment.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No content of CRT found.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No content of CRT found.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Nothing found relating to social justice and CRT.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	SEL strategies not found.

Sent: Friday, April 22, 2022 1:39 PM EDT
To: Drew Parker
CC: Baumbach, Amber; Seeds, Cathy; Richmond, James
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List
Attachment(s): "Bid 456.pdf", "Bid 457.pdf", "Bid 458.pdf", "Bid 454.pdf", "image001.png", "image002.png"

Hi Drew,

Thank you for clarifying. I have attached reviewer evaluations for HMH's grades K,2,3, and 4. Please let me know if there is anything else we can do to assist.

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Drew Parker <dparker@radeylaw.com>
Sent: Thursday, April 21, 2022 2:31 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Richmond, James <James.Richmond@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Lauren,

The entire GoMath K-5 series for Houghton Mifflin Harcourt is on the non-adopted, and therefore, no grade levels for GoMath k-5 are listed on that site. We need reviews for all grade levels of GoMath K-5, not just the ones where we received lower than a 4.0 score. We have reports for grades 1 and 5. We need them for K, 2, 3, and 4.

Thanks,
Drew Parker

M. Drew Parker
Radey Law Firm
Suite 200, 301 S. Bronough Street
Tallahassee, FL 32301
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Direct: (850) 425-6681
Cell: (850) 491-5200
Facsimile: (850) 425-6694
Web: www.radeylaw.com

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From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Thursday, April 21, 2022 1:18 PM
To: Drew Parker <dparker@radeylaw.com>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Richmond, James <James.Richmond@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Hi Drew,

I apologize for any miscommunication, previously attached were the evaluations for non-adopted materials, as requested by HMH representatives. All evaluations for the adopted materials may be publicly found on www.flimadoption.org and you may search within the 'Adopted Materials' tab under Course, Company, Title or Subject. All reviewer evaluations will be located within each material.

Please let me know if you have any questions or concerns.

Thanks,
Lauren

Lauren Hamilton
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325 West Gaines Street, Suite 424
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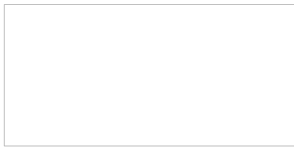
From: Drew Parker <dparker@radeylaw.com>
Sent: Thursday, April 21, 2022 12:11 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Richmond, James <James.Richmond@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Lauren,

Thank you for the email and the documents. I believe that DOE has other documents responsive to my requests. Specifically, I requested all completed evaluations for Houghton Mifflin Harcourt's ("HMH") 2021-2022 Mathematics Instructional Materials. Can you please send me the evaluations/reviewer reports for the Mathematics Instructional Materials submitted by HMH which passed the subject-specific standards score and/or did not include special topics? I'm seeking all evaluations for HMH titles—not just the evaluations for the objectionable HMH titles on the Not Recommended List.

Best regards,
Drew Parker

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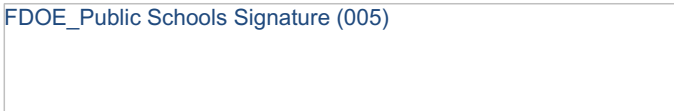
From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Thursday, April 21, 2022 10:23 AM
To: Drew Parker <dparker@radeylaw.com>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: FW: 21-22 Instructional Materials Mathematics State Adopted List

Please see below information regarding your request.

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
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FDOE_Public Schools Signature (005)



From: Hamilton, Lauren
Sent: Wednesday, April 20, 2022 4:26 PM
To: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>
Cc: Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Hi Tavi,

Thank you so much for your inquiry. Attached is our initial findings from the review process of both standards alignment (full evaluations for materials attached) and any special topics findings. Only materials and standards that were rated at a 3-Fair or below, are of interest for the purpose of non-adoption. All findings are attached to this email and we welcome further conversation regarding these findings and ensuring all your materials are appropriate for Florida classrooms.

Also, please advise if you believe you have proprietary materials of a nature that would prevent the department from disclosing them as public records. If so, please identify the grounds for that claim.

Lauren Hamilton
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850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>
Sent: Monday, April 18, 2022 9:27 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Jacobson, Lisa <Lisa.Jacobson@hnhco.com>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Good morning Lauren - HMH would like to request copies of all reviewer reports for HMH programs reviewed for this math adoption.

Thank you,
Tavi

Lataviance Taylor
Lead, Bids & Contracts Specialist
Business Desk, South Area

Houghton Mifflin Harcourt
9400 Southpark Center Loop
Orlando, FL 32819
Office: 407.345.2352
Fax: 407.352.1318
hnhco.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Friday, April 15, 2022 3:13 PM
Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

This message originated from outside your organization

If you wish to appeal any adoption decision, please see our policies and procedures document on our instructional materials website. [POLICIES AND PROCEDURES \(fldoe.org\)](http://POLICIES AND PROCEDURES (fldoe.org))

Thanks,
Lauren

Lauren Hamilton
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325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Hamilton, Lauren
Sent: Friday, April 15, 2022 2:23 PM
Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon publishers,

The 2021-2022 Mathematics Instructional materials State Adopted list is now available on our webpage here: [2021-2022 K-12 Mathematics Adoption list \(fldoe.org\)](http://2021-2022 K-12 Mathematics Adoption list (fldoe.org))

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
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Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

Reviewer's Name: Emily Hancock

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: [Grade Kindergarten Mathematics](#)

Bid ID: 454

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	4 - Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	H.M.H Go Math includes all the essential elements required for benchmark preparation, implementation, and assessment. There is ample student practice for students and professional development for teachers. The curriculum provides support for all learners and is visually appealing. The major downfall is the measurement unit and horizontal alignment. The measurement unit would require additional teacher preparation for instruction and assessment. Additionally, the application of horizontal alignment is not clearly evident.

Standard	Description	Reviewer Rating	Rating Justification
MA.K.AR.1.1	For any number from 1 to 9, find the number that makes 10 when added to the given number.	3 - Fair Alignment	The concept is thoroughly modeled but missing opportunities for open ended exploration.
MA.K.AR.1.2	Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers.	4 - Good Alignment	Meets the benchmark expectations and provides ample student practice.
MA.K.AR.1.3	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	5 - Very Good Alignment	Meets the benchmark expectation with plenty of student practice. Also includes problems that begin with the sum.
MA.K.AR.2.1	Explain why addition or subtraction equations are true using objects or drawings.	4 - Good Alignment	Ample practice problems with appropriate visuals and includes problems that begin with the difference.
MA.K.DP.1.1	Collect and sort objects into categories and compare the categories by counting the objects in each category. Report the results verbally, with a written numeral or with drawings.	3 - Fair Alignment	Meets the expectation of the benchmark. However, some student practice is difficult and them to draw their own shapes based on given attributes which could prove difficult for K students. requires
MA.K.GR.1.1	Identify two- and three-dimensional figures regardless of their size or orientation. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.	5 - Very Good Alignment	Content is thoroughly explained and provides ample student practice.

MA.K.GR.1.2	Compare two-dimensional figures based on their similarities, differences and positions. Sort two-dimensional figures based on their similarities and differences. Figures are limited to circles, triangles, rectangles and squares.	5 - Very Good Alignment	Benchmark is well represented through pictures and student practice.
MA.K.GR.1.3	Compare three-dimensional figures based on their similarities, differences and positions. Sort three-dimensional figures based on their similarities and differences. Figures are limited to spheres, cubes, cones and cylinders.	5 - Very Good Alignment	Benchmark is well represented through pictures and student practice.
MA.K.GR.1.4	Find real-world objects that can be modeled by a given two- or three-dimensional figure. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.	4 - Good Alignment	Meets benchmark expectations-could use more vocabulary development practice.
MA.K.GR.1.5	Combine two-dimensional figures to form a given composite figure. Figures used to form a composite shape are limited to triangles, rectangles and squares.	4 - Good Alignment	Meets benchmark expectations- could use more real world examples
MA.K.M.1.1	Identify the attributes of a single object that can be measured such as length, volume or weight.	2 - Poor Alignment	Only addresses volume.
MA.K.M.1.2	Directly compare two objects that have an attribute which can be measured in common. Express the comparison using language to describe the difference.	2 - Poor Alignment	Very little instructional examples or student practice.
MA.K.M.1.3	Express the length of an object, up to 20 units long, as a whole number of lengths by laying non-standard objects end to end with no gaps or overlaps.	2 - Poor Alignment	Limited student practice and cubes
MA.K.NSO.1.1	Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting.	5 - Very Good Alignment	Multiple representations in various forms

MA.K.NSO.1.2	Given a number from 0 to 20, count out that many objects.	5 - Very Good Alignment	Multiple representations in various forms
MA.K.NSO.1.3	Identify positions of objects within a sequence using the words “first,” “second,” “third,” “fourth” or “fifth.”	3 - Fair Alignment	Illustrates first well. More visuals and practice could be incorporated to teach 2nd -5th.
MA.K.NSO.1.4	Compare the number of objects from 0 to 20 in two groups using the terms less than, equal to or greater than.	3 - Fair Alignment	Instructs the benchmark but includes minimal student practice for comparing.
MA.K.NSO.2.1	Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.	4 - Good Alignment	Meets the benchmark expectations with ample student practice. Could use additional practice for students to begin counting at points other than 1.
MA.K.NSO.2.2	Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with objects, drawings and expressions or equations.	4 - Good Alignment	Concept is well modeled.
MA.K.NSO.2.3	Locate, order and compare numbers from 0 to 20 using the number line and terms less than, equal to or greater than.	4 - Good Alignment	Multiple opportunities to compare numbers with numberlines present for student reference.
MA.K.NSO.3.1	Explore addition of two whole numbers from 0 to 10, and related subtraction facts.	4 - Good Alignment	Meets benchmark expectations.
MA.K.NSO.3.2	Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability.	4 - Good Alignment	Meets benchmark expectations.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others:	4 - Good Alignment	Mindset is directly addressed in the TE.

	<ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 		
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. 	3 - Fair Alignment	Evidence not found directly in the student edition. But there is evidence in teacher edition.
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. 	3 - Fair Alignment	Fluency development is rudimentary. Would like to see incorporation of dot cards, number recognition/fluency games.

	<ul style="list-style-type: none"> • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 		
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	4 - Good Alignment	Evidence exists in TE with share and show opportunities.
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. 	3 - Fair Alignment	Models logical progression and provides students opportunities to draw own conclusions, but does not explicitly instruct patterns/connections.

	<ul style="list-style-type: none"> Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. 		
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. 	3 - Fair Alignment	Checks are dependent on adult assistance. Little evidence to promote student self checks.
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	4 - Good Alignment	Real world exploration/models are used.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	2 - Poor Alignment	Opportunities exist to cite models in

			discussion, but it is superficial practice.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	3 - Fair Alignment	Could use more vocabulary development practice.
ELA.K12.EE.3.1	Make inferences to support comprehension.	2 - Poor Alignment	Need additional assistance in TE to help teachers see opportunities for making inferences.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	2 - Poor Alignment	Need additional assistance in TE to help teachers see opportunities for collaboration.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	2 - Poor Alignment	Would be rated higher if there were opportunities for student self assessment/quality work checks were included within each lesson instead of an appendix.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	Provides opportunities for student speaking but provides little guidance on how teachers can make this happen.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	Basic assistance provided for Multilingual students.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	2 - Poor Alignment	Most supports focus on provided visuals for learning.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	3 - Fair Alignment	Topics are aligned, but is less aligned to MTRs and EEs.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	Topics and skills are appropriate for K.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Materials are appropriate for classroom instruction.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Content and practice is sufficient.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	Additional open ended practice would increase this rating.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	Content is appropriate of K.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	150 days provides time for instruction and practice.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Expertise is verified.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Expertise contributes to the content. Research excerpts provided in the TE.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No typographical or visual error detected.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	Content is free of bias.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include	4 - Good Alignment	Math best practices are represented.

prevailing theories, concepts, standards, and models used with the subject area).		
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	Content does not appear to have mistakes or inconsistencies.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Best practices are up to date.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	Content is relevant and appropriate.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	K students would be engaged with the content.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Content is broad enough to appeal to a wide audience.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	Limited interdisciplinary content is presented.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	There are limited opportunities for multicultural representation. However, the representations are fair and unbiased.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	Material is appropriate for K.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Benchmarks are accurately covered.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of	4 - Good Alignment	All pieces are present (ELL/differentiation/remediation/enrichment/student

the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.		hands on practice) but all elements could use additional practices. Many items repeated throughout the TE.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Tools align well through SE, TE and online supports.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	There is a clear system of organization that logically advances student understanding.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	Materials are all able to be accessed by K. Could increase vocabulary development to better advance student literacy in math.
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	There are multiple opportunities for students to practice given benchmarks with the exception of the measurement unit.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	Content is presented through multiple modalities and at times offers student choice in response to understanding.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Presentation is appealing to K students and logically organized for teacher delivery.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Content includes opportunities for self expression and scaffolded levels of practice to encourage success.

2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	3 - Fair Alignment	The measurement unit is thin and does not explore the benchmarks in depth.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Content includes benchmarks and student "I can" statements.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	TE includes multiple opportunities for concept development, differentiation support, and common student misconceptions.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Support provided for differentiation, language development, and ELL support.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Each lesson includes hands on student practice.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	The 5E's lesson structure support active student participation. Although some connection to the 5 Es is superficial.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	Best practices are evident in differentiation, scaffolding, common misconceptions are provided in TE.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Differentiation, scaffolding, common misconceptions are connected to the student skill being practiced.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Differentiation, scaffolding, common misconceptions are provided in TE.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	Formative and summative assessments are provided.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	Submissions are mainly focused on paper/pencil or interview

		responses. But does include iTools as an option.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	It is most evident in TE instead of SE and requires the teacher to be diligent in implementing this application.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	The learner is appropriately scaffolded with opportunities for enrichment/intervention.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	CRT not evident in SE or TE.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	CRT not evident in SE or TE.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	CRT not evident in SE or TE.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	3 - Fair Alignment	The section "supporting all learners" contains references to peoples/cultures/equity in the TE.

Reviewer's Name: Kharmayne Kannada

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

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Grade Level: K-5

Course: [Grade Kindergarten Mathematics](#)

Bid ID: 454

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

5 - Very Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

Overall, the material is mostly aligned with the B.E.S.T Math Standards. The material was visually engaging and connections to real-life found throughout the lessons. The lessons are very basic and allow for students to understand the foundations of these various mathematical concepts. The three stages of fluency included in every lesson will help children develop automaticity while learning concepts. The data driven instruction suggestions for interventions will help teachers address the varied learning levels in their classrooms.

The language routines will encourage students to develop mathematical accountable talk. The lesson checks are also a great tool for teachers to use to determine level of understanding after a lesson. More informal checks for understanding throughout the lesson would be great. These would allow the teachers to gauge learning so the lesson check isn't the first determination of understanding. This is more of an instructional delivery and planning concern than it is a material concern. Based on what I've viewed, this material is an effective teaching/learning tool.

Standard	Description	Reviewer Rating	Rating Justification
MA.K.AR.1.1	For any number from 1 to 9, find the number that makes 10 when added to the given number.	4 - Good Alignment	making combinations of numbers and counting through 9
MA.K.AR.1.2	Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers.	4 - Good Alignment	count and tell how many, quantities gradually increase to 20, within standard
MA.K.AR.1.3	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	4 - Good Alignment	real world situations to represent the problems, listening comprehension also needed
MA.K.AR.2.1	Explain why addition or subtraction equations are true using objects or drawings.	4 - Good Alignment	objects and drawings used to model addition or subtraction equations, allows for practice of this skill
MA.K.DP.1.1	Collect and sort objects into categories and compare the categories by counting the objects in each category. Report the results verbally, with a written numeral or with drawings.	5 - Very Good Alignment	all tasks align with standard, allows for sorting into different categories, and writing results with numerals or drawings. Included

			the categories of curved and not curved, basis for understanding attributes of 2-D figures. Numerous practice activities to build a solid understanding
MA.K.GR.1.1	Identify two- and three-dimensional figures regardless of their size or orientation. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.	5 - Very Good Alignment	additional shapes on page 674 that allow students to identify triangles and non-triangles,
MA.K.GR.1.2	Compare two-dimensional figures based on their similarities, differences and positions. Sort two-dimensional figures based on their similarities and differences. Figures are limited to circles, triangles, rectangles and squares.	4 - Good Alignment	aligned and also incorporates location/position words
MA.K.GR.1.3	Compare three-dimensional figures based on their similarities, differences and positions. Sort three-dimensional figures based on their similarities and differences. Figures are limited to spheres, cubes, cones and cylinders.	5 - Very Good Alignment	within limits of standards, variety of context for practice
MA.K.GR.1.4	Find real-world objects that can be modeled by a given two- or three-dimensional figure. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.	5 - Very Good Alignment	Real-world connection to 3-D objects present.
MA.K.GR.1.5	Combine two-dimensional figures to form a given composite figure. Figures used to form a composite shape are limited to triangles, rectangles and squares.	5 - Very Good Alignment	All shapes used throughout are within the benchmark.
MA.K.M.1.1	Identify the attributes of a single object that can be measured such as length, volume or weight.	5 - Very Good Alignment	hands on practice for measurable attributes

MA.K.M.1.2	Directly compare two objects that have an attribute which can be measured in common. Express the comparison using language to describe the difference.	5 - Very Good Alignment	allows for comparison using standard and non-standard units of measure
MA.K.M.1.3	Express the length of an object, up to 20 units long, as a whole number of lengths by laying non-standard objects end to end with no gaps or overlaps.	5 - Very Good Alignment	allows for students to count and write amounts, practicing two skills at once
MA.K.NSO.1.1	Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting.	5 - Very Good Alignment	counting and writing, incorporates problem solving
MA.K.NSO.1.2	Given a number from 0 to 20, count out that many objects.	4 - Good Alignment	Practice of counting out objects to 20, amount slowly increases.
MA.K.NSO.1.3	Identify positions of objects within a sequence using the words "first," "second," "third," "fourth" or "fifth."	4 - Good Alignment	ordinal numbers allowing for sequence practice
MA.K.NSO.1.4	Compare the number of objects from 0 to 20 in two groups using the terms less than, equal to or greater than.	4 - Good Alignment	real-world examples for comparing numbers
MA.K.NSO.2.1	Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.	4 - Good Alignment	could've included more practice on missing numbers in a sequence as they count to 100
MA.K.NSO.2.2	Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with objects, drawings and expressions or equations.	4 - Good Alignment	Numbers represented tens and ones (units isn't present such as 1 ten and 2 ones)
MA.K.NSO.2.3	Locate, order and compare numbers from 0 to 20 using the number line and terms less than, equal to or greater than.	4 - Good Alignment	Use of number line throughout allows students to learn order of numbers differently

MA.K.NSO.3.1	<p>Explore addition of two whole numbers from 0 to 10, and related subtraction facts.</p>	<p>5 - Very Good Alignment</p>	<p>Students are exploring these operations not mastering them, the practice provided gives context to these operations so young children can fully understand them</p>
MA.K.NSO.3.2	<p>Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability.</p>	<p>3 - Fair Alignment</p>	<p>Practice with equal sign at the beginning and end of the equations, this standard calls for using related facts with procedural reliability; however, there isn't much of this present. All of this practice requires them to add or subtract but not make the connection between the fact family.</p>
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. 	<p>5 - Very Good Alignment</p>	<p>Encourages engagement will working the problems and perseverance</p>
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p>	<p>3 - Fair Alignment</p>	<p>Not much evidence of representing problems in multiple ways. Most of the activities</p>

	<p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 		<p>require them to count and write the quantity, but that doesn't mean the students are representing in multiple ways. An example of this would be if the teacher told the students to draw 7 ladybugs then write the number.</p>
<p>MA.K12.MTR.3.1</p>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 	<p>5 - Very Good Alignment</p>	<p>Choice in how to solve the problems</p>
<p>MA.K12.MTR.4.1</p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p>	<p>4 - Good Alignment</p>	<p>Encourages discussion of content, helps to build mathematical conversation</p>

	<ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 		
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. 	<p>5 - Very Good Alignment</p>	<p>Different ways to make a number can help students see patterns, more practice needed</p>
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. 	<p>3 - Fair Alignment</p>	<p>These tasks are focusing on exploring addition and subtraction but providing practice with start unknown and change unknown. They really aren't requiring students to</p>

	<ul style="list-style-type: none"> • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. 		determine reasonableness.
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	5 - Very Good Alignment	models used, real world connection
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Students have to justify reasoning, builds math vocabulary
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	3 - Fair Alignment	I don't see the connection to understanding grade level complex text proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.	3 - Fair Alignment	Don't see the connection to making inferences within these tasks
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	More of an instructional delivery issue

ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Allows for quality work to be created
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Tasks appropriate, but this cannot be determined by this material
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Connection needed to be successful is present
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	Can't be determined by the material, but opportunities are present

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Only minor issues identified, overall alignment to the grade level standards present
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Content written to correct skill levels.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Delivery of instruction will be more impactful to close the minor deficiencies found in this material
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Significant details for students to understand the topics
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Complexity matches the standards
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	Content matches the ability of kindergarten students

7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	Cannot be determined by this material
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Primary and secondary sources reflect expert information
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	High level of quality in this material
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No visual or typographical errors found
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	No biases or contradictions found
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Content represents the discipline and includes real-world connections
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	Material is factually accurate
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Up to date material
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Practice tasks throughout are relevant and appropriate for kindergarten.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Appropriate for intended learners
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Most practice includes real-life connections so students can construct meaning.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Connection between math and life will be made meaningful to students

19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	Multicultural representation throughout
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	People and animals are represented with humanity and compassion
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	The benchmarks are covered by this material

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	Teacher won't have to prepare additional material; however, the teacher will need to understand the content to deliver it effectively.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	All components aligned with curriculum and each other
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Material is organized very well
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Material is easy to read, understand, and deliver
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Pacing seem appropriate, but this cannot be fully determined by any material
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	Presentation, navigation, and tools are easy to use

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	Visually engaging, easy to understand and follow, numerous opportunities for practice at appropriate points in the activities.
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Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Highly engaging format
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	important concepts focused on
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Easy to understand the benchmarks and horizontal alignment addressed in each lesson.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	guidance and support for students provided
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	This is very good alignment but will still require teachers to have an understanding of how to scaffold learning for students who need additional support.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	active participation encouraged
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	material organized in logical format
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	instructional strategies will be successful
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	strategies are effective in teaching outcomes, this is a delivery concern

10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	assessment strategies and desired outcomes correlated
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	learner's performance can be assessed with regards to targeted outcomes
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	needs of all learners considered
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	There was an attempt, but evidence did not align with all practices being present in material.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	learning requirements satisfied with this material

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	non present
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	non present
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	non present
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	non present

Reviewer's Name: Emily Hancock

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: [Grade Two Mathematics](#)

Bid ID: 456

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	No
How would you rate the overall usability of the instructional material?	3 - Fair Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	The materials presented do address all of the benchmarks, There is sufficient student practice and most topics move from concrete to abstract practice for students. The content is lacking in embedding the MRT's into the benchmarks. It also has limited horizontal alignment and some topics are only lightly covered. Finally, the incorporation of the critical thinking skills to promote advanced thinking is sparse.

Standard	Description	Reviewer Rating	Rating Justification
MA.2.AR.1.1	Solve one- and two-step addition and subtraction real-world problems.	4 - Good Alignment	Meets the benchmark. Focuses heavily on bar models, but does allow for open exploration.
MA.2.AR.2.1	Determine and explain whether equations involving addition and subtraction are true or false.	4 - Good Alignment	Meets benchmark. Provides a lot of practice. Would have like to see some additional conceptual understanding built into the initial practice.
MA.2.AR.2.2	Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position.	4 - Good Alignment	Taught with MA.2.AR.2.1 & A.R.1.1-Multiple opportunities for students to practice. Would have liked to see several visual representations including and varied practice.
MA.2.AR.3.1	Represent an even number using two equal groups or two equal addends. Represent an odd number using two equal groups with one left over or two equal addends plus 1.	4 - Good Alignment	Meets the benchmark. Good visual representations. Would have liked to see student checks for understanding include more variety including select all/open ended questions/correct incorrect answers.
MA.2.AR.3.2	Use repeated addition to find the total number of objects in a collection of equal groups. Represent the total number of objects using rectangular arrays and equations.	3 - Fair Alignment	Abstract seems to precede concrete representation in the instruction.

MA.2.DP.1.1	Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units.	4 - Good Alignment	Meets benchmark. Missed opportunities to align this benchmark with others.
MA.2.DP.1.2	Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems.	4 - Good Alignment	Meets expectation of the benchmark
MA.2.FR.1.1	Partition circles and rectangles into two, three or four equal-sized parts. Name the parts using appropriate language, and describe the whole as two halves, three thirds or four fourths.	5 - Very Good Alignment	Benchmark expectation is met with ample student practice.
MA.2.FR.1.2	Partition rectangles into two, three or four equal-sized parts in two different ways showing that equal-sized parts of the same whole may have different shapes.	5 - Very Good Alignment	Benchmark expectation is met with ample student practice.
MA.2.GR.1.1	Identify and draw two-dimensional figures based on their defining attributes. Figures are limited to triangles, rectangles, squares, pentagons, hexagons and octagons.	4 - Good Alignment	Meets benchmark with guided student practice.
MA.2.GR.1.2	Categorize two-dimensional figures based on the number and length of sides, number of vertices, whether they are closed or not and whether the edges are curved or straight.	4 - Good Alignment	Meets benchmark with guided student practice.
MA.2.GR.1.3	Identify line(s) of symmetry for a two-dimensional figure.	4 - Good Alignment	Meets benchmark standard - missed opportunity to align to GR 1.2/1.3
MA.2.GR.2.1	Explore perimeter as an attribute of a figure by placing unit segments along the boundary without gaps or overlaps. Find perimeters of rectangles by counting unit segments.	4 - Good Alignment	Meets benchmark standard - missed opportunity to align to GR 1.2/1.3
MA.2.GR.2.2	Find the perimeter of a polygon with whole-number side lengths. Polygons are limited to triangles, rectangles, squares and pentagons.	3 - Fair Alignment	Could use additional student practice.
MA.2.M.1.1	Estimate and measure the length of an object to the nearest inch, foot, yard, centimeter or	4 - Good Alignment	Meets benchmark. Would have like to see

	meter by selecting and using an appropriate tool.		more integration with A.R. benchmarks.
MA.2.M.1.2	Measure the lengths of two objects using the same unit and determine the difference between their measurements.	4 - Good Alignment	Meets benchmark expectations.
MA.2.M.1.3	Solve one- and two-step real-world measurement problems involving addition and subtraction of lengths given in the same units.	2 - Poor Alignment	Missing two step problem practice.
MA.2.M.2.1	Using analog and digital clocks, tell and write time to the nearest five minutes using a.m. and p.m. appropriately. Express portions of an hour using the fractional terms half an hour, half past, quarter of an hour, quarter after and quarter til.	4 - Good Alignment	Meets benchmark expectations. Could use more practice.
MA.2.M.2.2	Solve one- and two-step addition and subtraction real-world problems involving either dollar bills within \$100 or coins within 100¢ using \$ and ¢ symbols appropriately.	4 - Good Alignment	Meets benchmark expectations but could use more practice identifying appropriate use of dollar and cent signs.
MA.2.NSO.1.1	Read and write numbers from 0 to 1,000 using standard form, expanded form and word form.	4 - Good Alignment	Meets benchmark could use more student practice in writing in expanded form.
MA.2.NSO.1.2	Compose and decompose three-digit numbers in multiple ways using hundreds, tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.	4 - Good Alignment	Meets benchmark using traditional modeling methods.
MA.2.NSO.1.3	Plot, order and compare whole numbers up to 1,000.	5 - Very Good Alignment	Good alignment to the benchmark and allows for open ended student practice.
MA.2.NSO.1.4	Round whole numbers from 0 to 100 to the nearest 10.	3 - Fair Alignment	instructs according to the benchmark, but includes very little student practice.

MA.2.NSO.2.1	Recall addition facts with sums to 20 and related subtraction facts with automaticity.	4 - Good Alignment	Includes explicit instruction of strategies for procedural fluency
MA.2.NSO.2.2	Identify the number that is ten more, ten less, one hundred more and one hundred less than a given three-digit number.	3 - Fair Alignment	Instructs according to the benchmark but has limited modeling and student practice.
MA.2.NSO.2.3	Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100, with procedural reliability.	4 - Good Alignment	Includes explicit instruction of strategies for procedural fluency
MA.2.NSO.2.4	Explore the addition of two whole numbers with sums up to 1,000. Explore the subtraction of a whole number from a whole number, each no larger than 1,000.	4 - Good Alignment	Meets benchmark expectation with a heavy reliance on base ten blocks.
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 	2 - Poor Alignment	This benchmark must be inferred from the TE and SE.
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p>	4 - Good Alignment	Appropriate use of modeling and hands on practice.

	<ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 		
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 	4 - Good Alignment	Strategies are explicitly taught and spiraled throughout the curriculum.
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. 	2 - Poor Alignment	TE is lacking in opportunities to promote mathematical discussion

	<ul style="list-style-type: none"> • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 		
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. 	2 - Poor Alignment	TE is lacking in opportunities to promote mathematical discussion
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. 	3 - Fair Alignment	TE is lacking in opportunities to promote mathematical discussion

	<ul style="list-style-type: none"> Evaluate results based on the given context. 		
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency. 	4 - Good Alignment	Multiple opportunities for real world application
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	3 - Fair Alignment	TE is lacking in opportunities to promote mathematical discussion
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Word problems are appropriate for 2nd grade students.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Strategies are taught to teach word problem comprehension.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	3 - Fair Alignment	TE is lacking in opportunities to promote mathematical discussion
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	2 - Poor Alignment	Would benefit from rubrics for student self assessments.

ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	Language and speaking included in TE but is sparse.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	Multilingual support provided in TE.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	3 - Fair Alignment	Would benefit from more guided questions/question stems for ELLs.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	3 - Fair Alignment	Overall, the benchmarks are covered. However, the MRTs are sparse and horizontal alignment is lacking.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	The content is consistent with 2nd grade expectations.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	There is an ease of use.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3 - Fair Alignment	Sections include appropriate amounts of modeling/student practice. However, some topics are lightly covered.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Complexity is appropriate except for 2 step word problems.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	Difficulty is appropriate for 2nd grade students.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Most of content matches appropriate time period, but

		some topics could use additional time. ie. rounding.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Experts are qualified.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Experts are qualified.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	No typographical errors found.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	No bias found.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	Instructional best practices are evident.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	No erros found.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Best practices are evident.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	All content is appropriate.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Content matches 2nd grade interest levels.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Real world connections are evident.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	Interdisciplinary connections are shown in the TE, but are sparse.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and	3 - Fair Alignment	Multiculturalism is relegate to names in story problems.

various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).		
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	No violations of this criteria.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	Overall, the benchmarks are covered. However, the MRTs are sparse and horizontal alignment is lacking.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	3 - Fair Alignment	Includes PD/guided questions/extension activities, but they are generic and sometimes repetitive.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	TE and SE are appropriately aligned.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	Presentation of material is expected and consistent.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	Writing and illustrations support each other.
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	Pacing is appropriate in most instances. Some topics need additional time.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	3 - Fair Alignment	UDL appears limited to technology pieces of the program.

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	In general meets expectations but could use additional UDL and teacher PD supports.
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Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Appropriate amounts of book work/hands on practice is included.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	3 - Fair Alignment	Content focuses on benchmarks, but does not provide enough practice or horizontal alignment for some topics (rounding/two step word problems).
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	I can student statements and vertical alignment included in TE.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	3 - Fair Alignment	Significant student practice is included, but needs to include additional higher order thinking skills including error analysis and open ended responses.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	2 - Poor Alignment	TE guidance and support is generic and repetitive.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Student practice and hands on practice included to get from concrete to abstract work.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	Student practice and hands on practice included to get from concrete to abstract work.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	Best practices used in instructional methods.

9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Best practices used in instructional methods.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Lesson and unit checks included in the curriculum.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	3 - Fair Alignment	Spiral reviews included as well as chapter/unit assessments. Could be enhanced through additional performance tasks/discussion checklists/open ended responses.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	2 - Poor Alignment	Student submissions are generally limited to paper/pencil "expected" responses of drawings or numbers.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	2 - Poor Alignment	Does not include a comprehensive resource/check of MTRs.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	3 - Fair Alignment	Instruction and teacher support is sufficient. However, curriculum is limited on UDL principles and MTR application.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No CRT present
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No CRT present
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No social justice present
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	3 - Fair Alignment	Attempts at multicultural teaching is evident. Ex. - types

		of housing for different groups of people.
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Reviewer's Name: Kharmayne Kannada

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: [Grade Two Mathematics](#)

Bid ID: 456

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

5 - Very Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

Overall the material is appropriate. The biggest issues are the lack of resources for Access Points students and the limited assessment. The exit ticket is included in the student workbook, but on the homework pages. Not all resources are easy to locate.

Standard	Description	Reviewer Rating	Rating Justification
MA.2.AR.1.1	Solve one- and two-step addition and subtraction real-world problems.	5 - Very Good Alignment	full alignment to the standard
MA.2.AR.2.1	Determine and explain whether equations involving addition and subtraction are true or false.	5 - Very Good Alignment	full alignment to the standard
MA.2.AR.2.2	Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position.	5 - Very Good Alignment	full alignment to the standard
MA.2.AR.3.1	Represent an even number using two equal groups or two equal addends. Represent an odd number using two equal groups with one left over or two equal addends plus 1.	5 - Very Good Alignment	full alignment to the standard, visual and practice of what odd and even means.
MA.2.AR.3.2	Use repeated addition to find the total number of objects in a collection of equal groups. Represent the total number of objects using rectangular arrays and equations.	5 - Very Good Alignment	full alignment to the benchmark, practice from equal groups to arrays
MA.2.DP.1.1	Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units.	5 - Very Good Alignment	full alignment to the benchmark
MA.2.DP.1.2	Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems.	5 - Very Good Alignment	full alignment to the benchmark, practice with different types of data displays
MA.2.FR.1.1	Partition circles and rectangles into two, three or four equal-sized parts. Name the parts using appropriate language, and describe the whole as two halves, three thirds or four fourths.	5 - Very Good Alignment	full alignment to the benchmark
MA.2.FR.1.2	Partition rectangles into two, three or four equal-sized parts in two different ways showing that equal-sized parts of the same whole may have different shapes.	5 - Very Good Alignment	full alignment to the benchmark

MA.2.GR.1.1	Identify and draw two-dimensional figures based on their defining attributes. Figures are limited to triangles, rectangles, squares, pentagons, hexagons and octagons.	5 - Very Good Alignment	full alignment to the benchmark
MA.2.GR.1.2	Categorize two-dimensional figures based on the number and length of sides, number of vertices, whether they are closed or not and whether the edges are curved or straight.	5 - Very Good Alignment	full alignment to the benchmark
MA.2.GR.1.3	Identify line(s) of symmetry for a two-dimensional figure.	4 - Good Alignment	full alignment, but opportunities for students to practice hands-on can be added
MA.2.GR.2.1	Explore perimeter as an attribute of a figure by placing unit segments along the boundary without gaps or overlaps. Find perimeters of rectangles by counting unit segments.	5 - Very Good Alignment	full alignment to the benchmark
MA.2.GR.2.2	Find the perimeter of a polygon with whole-number side lengths. Polygons are limited to triangles, rectangles, squares and pentagons.	5 - Very Good Alignment	full alignment
MA.2.M.1.1	Estimate and measure the length of an object to the nearest inch, foot, yard, centimeter or meter by selecting and using an appropriate tool.	5 - Very Good Alignment	full alignment and numerous opportunities to practice
MA.2.M.1.2	Measure the lengths of two objects using the same unit and determine the difference between their measurements.	5 - Very Good Alignment	aligned
MA.2.M.1.3	Solve one- and two-step real-world measurement problems involving addition and subtraction of lengths given in the same units.	4 - Good Alignment	aligned, but more practice on solving one step then into two steps
MA.2.M.2.1	Using analog and digital clocks, tell and write time to the nearest five minutes using a.m. and p.m. appropriately. Express portions of an hour using the fractional terms half an hour, half past, quarter of an hour, quarter after and quarter til.	5 - Very Good Alignment	full alignment

MA.2.M.2.2	Solve one- and two-step addition and subtraction real-world problems involving either dollar bills within \$100 or coins within 100¢ using \$ and ¢ symbols appropriately.	5 - Very Good Alignment	full alignment, both sides of the coins used in practice problems
MA.2.NSO.1.1	Read and write numbers from 0 to 1,000 using standard form, expanded form and word form.	5 - Very Good Alignment	full alignment
MA.2.NSO.1.2	Compose and decompose three-digit numbers in multiple ways using hundreds, tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.	5 - Very Good Alignment	full alignment
MA.2.NSO.1.3	Plot, order and compare whole numbers up to 1,000.	5 - Very Good Alignment	full alignment
MA.2.NSO.1.4	Round whole numbers from 0 to 100 to the nearest 10.	5 - Very Good Alignment	full alignment, but more practice of identifying the entire range of numbers that will round to a particular 10
MA.2.NSO.2.1	Recall addition facts with sums to 20 and related subtraction facts with automaticity.	4 - Good Alignment	fluency included but not integrated throughout
MA.2.NSO.2.2	Identify the number that is ten more, ten less, one hundred more and one hundred less than a given three-digit number.	4 - Good Alignment	aligned
MA.2.NSO.2.3	Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100, with procedural reliability.	5 - Very Good Alignment	aligned
MA.2.NSO.2.4	Explore the addition of two whole numbers with sums up to 1,000. Explore the subtraction of a whole number from a whole number, each no larger than 1,000.	5 - Very Good Alignment	fully aligned
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others:	5 - Very Good Alignment	aligned and opportunities present

	<ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 		
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. 	5 - Very Good Alignment	aligned and opportunities present
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. 	5 - Very Good Alignment	aligned ad opportunities present

	<ul style="list-style-type: none"> • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 		
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	5 - Very Good Alignment	opportunities throughout for academic discourse
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. 	5 - Very Good Alignment	opportunities throughout

	<ul style="list-style-type: none"> Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. 		
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. 	5 - Very Good Alignment	opportunities throughout
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency. 	5 - Very Good Alignment	Real-world connections and applications throughout

ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	aligned
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	aligned
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	aligned
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	opportunities throughout
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	aligned
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	aligned
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	aligned
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	ELL support provided, more languages needed

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	full alignment
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	full alignment

3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Adaptable for classroom instruction, supplemental items will still be needed
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	aligned
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	aligned
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	matches grade level ability
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	adequate amount of time to teach
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	aligned
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	aligned
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	accurate content and not errors notice
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	content accurate and free of bias
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	aligned
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	content factual and free of mistakes and inconsistencies
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	up to date content

15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	presented in an appropriate manner
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	relevant content
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	life connections
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	content is meaningful for students
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	multicultural representation
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	living things portrayed with compassion
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	content of benchmarks covered in material

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	resources comprehensive
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	all components aligned
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	materials consistent
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in	5 - Very Good Alignment	readability appropriate

understanding of the content at a level appropriate to the students' abilities.		
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	pacing appropriate
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	material allows for all to access content
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	material presented in an organized manner

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	some motivational strategies present
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	aligned
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	explicit instruction statements and outcomes present
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	materials provide guidance
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	support adaptable
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	active participation included
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	logical extensions present

8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	targeted instructional strategies present
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	targeted instructional strategies effective for targeted outcomes
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	assessment strategies lacking
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	good alignment
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	the needs of most learners considered, not access points
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	appropriate application
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	learning requirements satisfied

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	none found
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	none found
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	none found
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	none found

Reviewer's Name: Kaley Metzler

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

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Edition: N/A

Grade Level: K-5

Course: [Grade Two Mathematics](#)

Bid ID: 456

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	

Standard	Description	Reviewer Rating	Rating Justification
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MA.2.AR.1.1	Solve one- and two-step addition and subtraction real-world problems.	5 - Very Good Alignment	Students practice many multi-step word problems that are relevant.
MA.2.AR.2.1	Determine and explain whether equations involving addition and subtraction are true or false.	3 - Fair Alignment	Students are solving these problems, but do not have the area to explain why they are true or false.
MA.2.AR.2.2	Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position.	5 - Very Good Alignment	Word problems and equations are used to find the unknown in any position.
MA.2.AR.3.1	Represent an even number using two equal groups or two equal addends. Represent an odd number using two equal groups with one left over or two equal addends plus 1.	5 - Very Good Alignment	Students practice this benchmark with manipulatives, pictures, etc.
MA.2.AR.3.2	Use repeated addition to find the total number of objects in a collection of equal groups. Represent the total number of objects using rectangular arrays and equations.	5 - Very Good Alignment	Students use pictures and equations to practice this benchmark.
MA.2.DP.1.1	Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units.	5 - Very Good Alignment	Students represent data using all the correct types of charts and graphs.
MA.2.DP.1.2	Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems.	5 - Very Good Alignment	Students use addition and subtraction while interpreting data.
MA.2.FR.1.1	Partition circles and rectangles into two, three or four equal-sized parts. Name the parts using appropriate language, and describe the whole as two halves, three thirds or four fourths.	5 - Very Good Alignment	The curriculum using the correct terms to identify the portions.
MA.2.FR.1.2	Partition rectangles into two, three or four equal-sized parts in two different ways showing that equal-sized parts of the same whole may have different shapes.	5 - Very Good Alignment	Students portion rectangles during the fractions section.

MA.2.GR.1.1	Identify and draw two-dimensional figures based on their defining attributes. Figures are limited to triangles, rectangles, squares, pentagons, hexagons and octagons.	5 - Very Good Alignment	The curriculum covers the correct shapes that match the benchmark.
MA.2.GR.1.2	Categorize two-dimensional figures based on the number and length of sides, number of vertices, whether they are closed or not and whether the edges are curved or straight.	5 - Very Good Alignment	The attributes match the benchmark.
MA.2.GR.1.3	Identify line(s) of symmetry for a two-dimensional figure.	5 - Very Good Alignment	Students determine symmetry in many shapes.
MA.2.GR.2.1	Explore perimeter as an attribute of a figure by placing unit segments along the boundary without gaps or overlaps. Find perimeters of rectangles by counting unit segments.	5 - Very Good Alignment	Unit segments include cubes and a ruler.
MA.2.GR.2.2	Find the perimeter of a polygon with whole-number side lengths. Polygons are limited to triangles, rectangles, squares and pentagons.	5 - Very Good Alignment	The curriculum using the correct shapes to measure perimeter.
MA.2.M.1.1	Estimate and measure the length of an object to the nearest inch, foot, yard, centimeter or meter by selecting and using an appropriate tool.	5 - Very Good Alignment	Student measure using all of the units using, meter stick, cubes and a ruler.
MA.2.M.1.2	Measure the lengths of two objects using the same unit and determine the difference between their measurements.	5 - Very Good Alignment	Students use tools to measure and determine the differences in length.
MA.2.M.1.3	Solve one- and two-step real-world measurement problems involving addition and subtraction of lengths given in the same units.	5 - Very Good Alignment	Students use real world tools to measure objects.
MA.2.M.2.1	Using analog and digital clocks, tell and write time to the nearest five minutes using a.m. and p.m. appropriately. Express portions of an hour using the fractional terms half an hour, half past, quarter of an hour, quarter after and quarter til.	5 - Very Good Alignment	Student tell time in many ways using both types of clocks. Lesson 12.4 teaches students am and pm.

MA.2.M.2.2	Solve one- and two-step addition and subtraction real-world problems involving either dollar bills within \$100 or coins within 100¢ using \$ and ¢ symbols appropriately.	5 - Very Good Alignment	Students solve real world problems using money. Some of the problems have them use more than one step.
MA.2.NSO.1.1	Read and write numbers from 0 to 1,000 using standard form, expanded form and word form.	5 - Very Good Alignment	Students represent a number in expanded form, word form and standard form. They use many methods to understand the concept.
MA.2.NSO.1.2	Compose and decompose three-digit numbers in multiple ways using hundreds, tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.	5 - Very Good Alignment	Place value includes three digit numbers. Students represent it in many ways.
MA.2.NSO.1.3	Plot, order and compare whole numbers up to 1,000.	5 - Very Good Alignment	Student use the number line to plot, order and compare numbers.
MA.2.NSO.1.4	Round whole numbers from 0 to 100 to the nearest 10.	5 - Very Good Alignment	Number lines are used to help students with this concept.
MA.2.NSO.2.1	Recall addition facts with sums to 20 and related subtraction facts with automaticity.	5 - Very Good Alignment	Many lessons and methods help students practice this benchmark.
MA.2.NSO.2.2	Identify the number that is ten more, ten less, one hundred more and one hundred less than a given three-digit number.	5 - Very Good Alignment	Models and place value charts are used in the lesson.
MA.2.NSO.2.3	Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100, with procedural reliability.	5 - Very Good Alignment	Students solve these problems using real-world conceptions and equations.
MA.2.NSO.2.4	Explore the addition of two whole numbers with sums up to 1,000. Explore the	5 - Very Good Alignment	Many methods are used for students to

	subtraction of a whole number from a whole number, each no larger than 1,000.		explore this benchmark.
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 	5 - Very Good Alignment	There are areas to explain their thinking.
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. 	5 - Very Good Alignment	Students use many different manipulatives throughout the curriculum.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency.	5 - Very Good Alignment	Students build fluency of concepts throughout the topics.

	<p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 		
<p>MA.K12.MTR.4.1</p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	<p>4 - Good Alignment</p>	<p>Math Talks are included in the lessons. This is an opportunity for students to have discussions.</p>
<p>MA.K12.MTR.5.1</p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p>	<p>5 - Very Good Alignment</p>	<p>Many areas involve students understanding a pattern.</p>

	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. 		
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. 	4 - Good Alignment	The explore section involves this MTR.
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. 	4 - Good Alignment	The Problem of the Day, word problems and measurement lessons connect to real-world concepts.

	<ul style="list-style-type: none"> • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	In independent practice and assessments, students need to explain their reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	The word problems and concepts allow for comprehension of grade level text.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	When estimating, students need to make inferences.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Throughout the lesson, students must listen to the directions and teaching.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	Some of the space allows for students to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Math talks help students practice this concept.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Math talks helps ELL students communicate with peers and teachers.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	Math talks helps ELL students communicate with peers and teachers.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	The curriculum aligns with the state's benchmarks.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	The skill level matches second grade learners.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	The materials are adaptable for every classroom. Students learn through multiple methods.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	The I can statements help students understand the significance.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	The complexity matches the standards.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	The complexity is aligned to the grade level, especially when students learn and use 3-digit numbers.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	The pacing and flow is organized correctly.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	The information was portrayed in an expert manner.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	The sources align to the quality of the materials.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	All the links connected to the correct material needed for the benchmark.

11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	There was no notice of bias or contradictions.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	It matches the discipline.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	All of the material is factual.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	The content matches our new standards.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	The material is relevant to the benchmarks.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Most of the content is relevant to second graders.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Most of the content is connect to 2nd graders life and is meaningful.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Most of the content is meaningful and creates connections.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	The material is fair and unbiased.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	The material was appropriate and portrays animals and people in the correct way.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	The benchmarks are covered.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	All of the activities and materials are provided through the curriculum.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	The topics and methods align to both.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	The curriculum is organized in a way for students to learn concrete to abstract.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Visuals of the manipulatives are helpful to students. For example, there are visuals of place value cubes to help students learn 2-Digit and 3-Digit numbers.
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	The pace is acceptable for the grade level and school year.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	ELL supports and common misconceptions are explained in each lesson.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	The presentation requirements are great.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Different teaching styles are given as options.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	The big ideas are thoroughly taught using different methods.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Outcomes are clear to the teacher and students through

		the standards written on each lesson and the I can statements for students.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	Students are taught many methods and ways of solving problems to later choose which one works for them.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	"Ready for more" has students using different learning styles.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	There is some activities that involve movement and learning through the kinesthetic style.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	The materials are well organized.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	The lessons build from concrete to abstract.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	The methods teach to the targeted outcome.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	The students need to explain their thinking when completing the assessments.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	The assessments are aligned to the learning outcomes.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	The lessons adhere to all learning styles and provide ELL accommodations and remediation lessons.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	The lessons align to all the benchmarks.

14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	The learning requirements are met.
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Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	The material prohibits CRT in all the instructional materials.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	It omits this way of teaching.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	It omits this subject.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	The SEL standards are not a focus in the curriculum.

Reviewer's Name: Joseph Ratasky

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: [Grade Three Mathematics](#)

Bid ID: 457

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

4 - Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

The overall usability would be fairly easy for the average teacher to use. However, this would only garner average learning by the students. Using this textbook you would need a knowledgeable teacher to implement above and beyond what is written in the student and teacher editions to meet the Mathematical Thinking and Reasoning standards. A teacher could simply have students open to a Lesson/page in the book and read through the opening problem, solutions, and examples but this wouldn't mean the deep conversations and

explorations into the math are happening. The problems could be used for this, and some notes suggesting this are in the TE, but it will be up to how teachers use this product in their classrooms ultimately that will determine student success with the B.E.S.T. standards for mathematics.

Standard	Description	Reviewer Rating	Rating Justification
MA.3.AR.1.1	Apply the distributive property to multiply a one-digit number and two-digit number. Apply properties of multiplication to find a product of one-digit whole numbers.	5 - Very Good Alignment	From the evidence shared, meets the standard
MA.3.AR.1.2	Solve one- and two-step real-world problems involving any of four operations with whole numbers.	3 - Fair Alignment	In most of the lessons, the title of the lesson gives away the operation. Students should be using the context of the problem to determine the operation.
MA.3.AR.2.1	Restate a division problem as a missing factor problem using the relationship between multiplication and division.	4 - Good Alignment	From the two examples provided, seems aligned.
MA.3.AR.2.2	Determine and explain whether an equation involving multiplication or division is true or false.	2 - Poor Alignment	There is only one lesson given as an example, and in the lesson there are only a few practice problems relating this standard.
MA.3.AR.2.3	Determine the unknown whole number in a multiplication or division equation, relating three whole numbers, with the unknown in any position.	4 - Good Alignment	Only one lesson truly matched this standard, but the others listed could be considered as applying the standard in different situations

MA.3.AR.3.1	Determine and explain whether a whole number from 1 to 1,000 is even or odd.	4 - Good Alignment	This could have been met better by not talking about divisibility rules
MA.3.AR.3.2	Determine whether a whole number from 1 to 144 is a multiple of a given one-digit number.	4 - Good Alignment	Only one specific example was given, it seems to meet the standard, but not much practice with the standard
MA.3.AR.3.3	Identify, create and extend numerical patterns.	4 - Good Alignment	From the examples listed, seems to meet the standard
MA.3.DP.1.1	Collect and represent numerical and categorical data with whole-number values using tables, scaled pictographs, scaled bar graphs or line plots. Use appropriate titles, labels and units.	4 - Good Alignment	There are a lot of uses of tally charts, which is a 1st grade standard. All of the tally charts could have easily been tables
MA.3.DP.1.2	Interpret data with whole-number values represented with tables, scaled pictographs, circle graphs, scaled bar graphs or line plots by solving one- and two-step problems.	4 - Good Alignment	There are a lot of uses of tally charts, which is a 1st grade standard. All of the tally charts could have easily been tables
MA.3.FR.1.2	Represent and interpret fractions, including fractions greater than one, in the form of $\frac{\square}{n}$ as the result of adding the unit fraction $\frac{1}{n}$ to itself m times.	3 - Fair Alignment	No examples of fractions greater than one, too much use of "parts out of" terminology vs. talking about groups of unit fractions
MA.3.FR.1.3	Read and write fractions, including fractions greater than one, using standard form, numeral-word form and word form.	3 - Fair Alignment	From the examples shared, fair alignment, needs more models of fractions greater than one on a number line, and no examples of mixed numbers

MA.3.FR.2.1	Plot, order and compare fractional numbers with the same numerator or the same denominator.	3 - Fair Alignment	Should be more emphasis on using number lines and plotting fractions to order and compare according to the benchmark
MA.3.FR.2.2	Identify equivalent fractions and explain why they are equivalent.	4 - Good Alignment	Only two lessons, but seem aligned to benchmark
MA.3.GR.1.1	Describe and draw points, lines, line segments, rays, intersecting lines, perpendicular lines and parallel lines. Identify these in two-dimensional figures.	2 - Poor Alignment	The term right angle is used quite often, the benchmark calls for the terms square angle or square corner. Also more emphasis on lines, points, line segments, etc. in abstract pictures vs. with shapes. Box on page 741 is confusing, because it is 3D it skews the view of the angle.
MA.3.GR.1.2	Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids.	3 - Fair Alignment	Lesson 2 uses right angles and "less than" and "more than" right angles to classify shapes, this is 4th grade. Venn diagrams are not specifically mentioned until 5th grade standards.
MA.3.GR.1.3	Draw line(s) of symmetry in a two-dimensional figure and identify line-symmetric two-dimensional figures.	5 - Very Good Alignment	Examples meet the benchmark.
MA.3.GR.2.1	Explore area as an attribute of a two-dimensional figure by covering the figure with unit squares without gaps or overlaps. Find areas of rectangles by counting unit squares.	4 - Good Alignment	Defines area as the number of squares "inside" a figure rather than "covering" the figure. Lessons 3 & 4

			should be GR.2.2 as multiplication is used. GR.2.1 should be a connecting benchmark for Lessons 3 &4.
MA.3.GR.2.2	Find the area of a rectangle with whole-number side lengths using a visual model and a multiplication formula.	4 - Good Alignment	The GR.2.2 should be a connecting benchmark with Lessons 1, 2, & 5.
MA.3.GR.2.3	Solve mathematical and real-world problems involving the perimeter and area of rectangles with whole-number side lengths using a visual model and a formula.	4 - Good Alignment	Students should be encouraged to find their own formulas for perimeter, not given one.
MA.3.GR.2.4	Solve mathematical and real-world problems involving the perimeter and area of composite figures composed of non-overlapping rectangles with whole-number side lengths.	5 - Very Good Alignment	Examples shown meet the benchmark
MA.3.M.1.1	Select and use appropriate tools to measure the length of an object, the volume of liquid within a beaker and temperature.	2 - Poor Alignment	Line plots with fractions are no longer in 3rd grade.
MA.3.M.1.2	Solve real-world problems involving any of the four operations with whole-number lengths, masses, weights, temperatures or liquid volumes.	4 - Good Alignment	Problem solving involving measurement units should be whole numbers not fractions, there are a few word problems involving fractions.
MA.3.M.2.1	Using analog and digital clocks tell and write time to the nearest minute using a.m. and p.m. appropriately.	3 - Fair Alignment	The lesson on am/pm is a 2nd grade benchmark.
MA.3.M.2.2	Solve one- and two-step real-world problems involving elapsed time.	5 - Very Good Alignment	Examples given meet the benchmark.
MA.3.NSO.1.1	Read and write numbers from 0 to 10,000 using standard form, expanded form and word form.	5 - Very Good Alignment	Example given meets the benchmark

MA.3.NSO.1.2	Compose and decompose four-digit numbers in multiple ways using thousands, hundreds, tens and ones. Demonstrate each composition or decomposition using objects, drawings and expressions or equations.	5 - Very Good Alignment	Example given meets the benchmark
MA.3.NSO.1.3	Plot, order and compare whole numbers up to 10,000.	5 - Very Good Alignment	Examples given meets the benchmark
MA.3.NSO.1.4	Round whole numbers from 0 to 1,000 to the nearest 10 or 100.	4 - Good Alignment	Students should develop their own methods for rounding rather than be given a procedure such as on page 46. Rounding is an example of estimation, not the only way to estimate, students should not be told to round to certain place values when estimating sums and differences.
MA.3.NSO.2.1	Add and subtract multi-digit whole numbers including using a standard algorithm with procedural fluency.	4 - Good Alignment	The lessons show many different strategies for addition and subtraction, however they are all part of different lessons rather than comparing and contrasting the strategies and determining when one might be most efficient.
MA.3.NSO.2.2	Explore multiplication of two whole numbers with products from 0 to 144, and related division facts.	4 - Good Alignment	Only two lessons involving division models.
MA.3.NSO.2.3	Multiply a one-digit whole number by a multiple of 10, up to 90, or a multiple of 100, up to 900, with procedural reliability.	5 - Very Good Alignment	Examples meet the benchmark

MA.3.NSO.2.4	<p>Multiply two whole numbers from 0 to 12 and divide using related facts with procedural reliability.</p>	<p>5 - Very Good Alignment</p>	<p>Examples meet the benchmark</p>
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. 	<p>3 - Fair Alignment</p>	<p>If used as the book shows, most of the thinking is done for the students in the examples. A teacher could use the problems without the book to engage in MTR.1.1</p>
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 	<p>3 - Fair Alignment</p>	<p>The examples show different models or strategies, but there is not a lot of questions asking students to compare or find what is the same about them</p>
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p>	<p>3 - Fair Alignment</p>	<p>There are opportunities for</p>

	<p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 		<p>students to demonstrate fluency, however they could just copy what is shown in the examples in the book. The teacher will need to talk to or ask the students to demonstrate their understanding.</p>
<p>MA.K12.MTR.4.1</p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	<p>3 - Fair Alignment</p>	<p>The opportunity is provided in the book, however it will be up to the teacher to facilitate these discussions.</p>
<p>MA.K12.MTR.5.1</p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p>	<p>3 - Fair Alignment</p>	<p>Most of these examples use patterns within the lesson, however they do not connect to prior times when students may use certain strategies,</p>

	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. 		<p>such as connecting equal groups of single digit factors to future work with equal groups of 2- or 3-digit factors.</p>
<p>MA.K12.MTR.6.1</p>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. 	<p>4 - Good Alignment</p>	<p>There are decent opportunities for students to assess the methods from the book. The teacher will need to ensure students are also assessing each others' work.</p>
<p>MA.K12.MTR.7.1</p>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. 	<p>5 - Very Good Alignment</p>	<p>The examples demonstrate the standard</p>

	<ul style="list-style-type: none"> • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	There seem to be an adequate amount of opportunities to meet this standard
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	The examples seem to meet the standard
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	The examples seem to meet the standard
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	3 - Fair Alignment	There are opportunities, but it will depend on how the teacher engages the students in this standard
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	The examples seem to meet the standard
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	There are opportunities, but it will depend on how the teacher engages the students in this standard
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	There are opportunities, but it will depend on how the teacher engages the students in this standard

ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	3 - Fair Alignment	There are opportunities, but it will depend on how the teacher engages the students in this standard
MA.3.FR.1.1	Represent and interpret unit fractions in the form $\frac{1}{n}$ as the quantity formed by one part when a whole is partitioned into n equal parts.	3 - Fair Alignment	Did not see many examples of fractions greater than one until the set fractions lesson, could use more examples of fractions on a number line when introducing fractions and unit fractions

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Mostly the lessons aligned with the standards for the grade level
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	3 - Fair Alignment	There were a few lessons that seemed to align with different grade level, such as tally marks, fractions on line plots, use of Venn Diagrams, etc.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	The problems in the lessons could be used for classroom use pretty much as is.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Most of the content seems aligned with the level
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Most of the content seems aligned with the level
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	Most of the content seems aligned with the level

7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	The time period for teaching in a lesson and for the year should be possible
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	There are multiple examples of cited materials
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	The cited resources support content knowledge
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	I did not see any mistakes
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	I did not see any examples of this
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	I did not see anything that stood out
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	I did not see any mistakes
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Everything seemed up to date
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Everything seemed up to date
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	I do not know if children this age would be interested in all of the real-world examples, but they are standard for similar types of textbooks.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	I do not know if children this age would be interested in all of the real-world examples, but they are standard for similar types of textbooks.

18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	I do not know if children this age would be interested in all of the real-world examples, but they are standard for similar types of textbooks.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	I did not see any unfair or biased portrayals
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	I did not see any examples of this
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	In general, yes

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	With some adjustment the teacher could easily use what is in the book alone
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Seems pretty simple to choose materials to use
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	The TE is simple to understand and the flow is simple
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	Typical compared to other textbooks
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	Seems to allow enough time for most standards, some such as rounding could use more time.

6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	3 - Fair Alignment	There are suggested resources the teacher could utilize
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Overall, it is similar to pretty much all K-5 math textbooks available

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	Average for a textbook
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Follows the standards
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Clear instruction for the teachers
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	3 - Fair Alignment	Most of this work will need to be done by the teacher, but there are opportunities
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	There are many ways to adapt the resources in the teacher edition, it will be up to the teacher to do this
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	A teacher could adapt this to make it more engaging, but as it is, it is no more engaging than any other textbook
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	There are options for the teacher in the teacher edition
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	Seem to be aligned to what the standards call for

9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Seem to be aligned to what the standards call for
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Many opportunities for varied assessment
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	The textbook clearly aligns outcomes with the assessment opportunities
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	There are suggestions in the teacher edition, onus would be on the teacher to make these adjustments
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	3 - Fair Alignment	Again, it will be up to the teacher. As written I don't see the MTR's being met without interjection from the teacher
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	3 - Fair Alignment	I would say this is an average textbook, nothing really stands out for the positive or the negative

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	Did not see any examples
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Did not see any examples
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Did not see any examples
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	Did not see any examples

Reviewer's Name: Stephanie Sharrer

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: [Grade Three Mathematics](#)

Bid ID: 457

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	No
How would you rate the overall usability of the instructional material?	3 - Fair Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	Alignment to the benchmarks and the information provided in the benchmarks and clarifications is sometimes lacking, either not going far enough or going too far into the next grade level or content that is not necessary for the grade level. It follows a gradual release model and provides a lot of scaffolding for the average student.

Standard	Description	Reviewer Rating	Rating Justification
MA.3.AR.1.1	Apply the distributive property to multiply a one-digit number and two-digit number. Apply properties of multiplication to find a product of one-digit whole numbers.	3 - Fair Alignment	Distributive property for 1-digit by 2-digit numbers was not a focus of these lessons and there were no arrays in the multiply by 11 or 12 lesson to help students make sense of the purpose of the property and its usefulness
MA.3.AR.1.2	Solve one- and two-step real-world problems involving any of four operations with whole numbers.	3 - Fair Alignment	Provides 1 and 2 step word problems but does not provide different types of word problems according to the situations appendix in the BEST standards; mainly shows quotative division and not partitive division
MA.3.AR.2.1	Restate a division problem as a missing factor problem using the relationship between multiplication and division.	4 - Good Alignment	Hits the majority of the standard; very few problems extend to factors beyond 9
MA.3.AR.2.2	Determine and explain whether an equation involving multiplication or division is true or false.	3 - Fair Alignment	Hits the standard but only allows for minimal practice
MA.3.AR.2.3	Determine the unknown whole number in a multiplication or division equation, relating three whole numbers, with the unknown in any position.	4 - Good Alignment	The unknowns in the equations are included in different spots, but none were seen as quotient = ___ divided by dividend
MA.3.AR.3.1	Determine and explain whether a whole number from 1 to 1,000 is even or odd.	2 - Poor Alignment	Only addresses even and odd when referring to patterns in addition or

			multiplication table, not identifying whether numbers by themselves are odd or even
MA.3.AR.3.2	Determine whether a whole number from 1 to 144 is a multiple of a given one-digit number.	4 - Good Alignment	Shows different ways of finding multiples and provides some word problem applications
MA.3.AR.3.3	Identify, create and extend numerical patterns.	4 - Good Alignment	Provides opportunities with patterns with different operations
MA.3.DP.1.1	Collect and represent numerical and categorical data with whole-number values using tables, scaled pictographs, scaled bar graphs or line plots. Use appropriate titles, labels and units.	4 - Good Alignment	Variety of graphs (some horizontal and others vertical); includes some scaled options
MA.3.DP.1.2	Interpret data with whole-number values represented with tables, scaled pictographs, circle graphs, scaled bar graphs or line plots by solving one- and two-step problems.	3 - Fair Alignment	Asks one and two step questions with different types of graphs; no circle graphs
MA.3.FR.1.2	Represent and interpret fractions, including fractions greater than one, in the form of $\frac{\square}{n}$ as the result of adding the unit fraction $\frac{1}{n}$ to itself m times.	4 - Good Alignment	Has students write fractions as a sum of unit fractions; provides models to support
MA.3.FR.1.3	Read and write fractions, including fractions greater than one, using standard form, numeral-word form and word form.	5 - Very Good Alignment	good practice naming and understanding fractions using different representations to bring meaning to what a fraction is
MA.3.FR.2.1	Plot, order and compare fractional numbers with the same numerator or the same denominator.	3 - Fair Alignment	minimal practice plotting fractions on a number line and using

			the number line to compare and order fractions
MA.3.FR.2.2	Identify equivalent fractions and explain why they are equivalent.	2 - Poor Alignment	many problems are asking students to generate equivalent fractions and are not focused on determining whether fractions are equivalent or not; number lines are not used in this process
MA.3.GR.1.1	Describe and draw points, lines, line segments, rays, intersecting lines, perpendicular lines and parallel lines. Identify these in two-dimensional figures.	2 - Poor Alignment	right angle is not a part of the benchmark and neither is naming these in a figure, just identifying them and describing them
MA.3.GR.1.2	Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids.	2 - Poor Alignment	right angle is not a part of the benchmark and neither is naming these in a figure, just identifying them and describing them; the intent of the benchmark is not venn diagrams of shapes
MA.3.GR.1.3	Draw line(s) of symmetry in a two-dimensional figure and identify line-symmetric two-dimensional figures.	3 - Fair Alignment	good practice identifying and drawing lines of symmetry, but goes beyond the scope of the benchmark by making students draw figures with lines of symmetry
MA.3.GR.2.1	Explore area as an attribute of a two-dimensional figure by covering the figure with unit squares without gaps or overlaps. Find areas of rectangles by counting unit squares.	3 - Fair Alignment	The first 2 lessons are decently aligned; focus more on area of irregular shapes than on area of rectangles;

			the last 2 lessons linked relate more to 3.GR.2.2
MA.3.GR.2.2	Find the area of a rectangle with whole-number side lengths using a visual model and a multiplication formula.	3 - Fair Alignment	gives students the opportunity to make sense of the area formula and use it to find the area of rectangles; goes beyond the clarifications of up to 12 x 12 rectangles
MA.3.GR.2.3	Solve mathematical and real-world problems involving the perimeter and area of rectangles with whole-number side lengths using a visual model and a formula.	2 - Poor Alignment	the intent of the benchmark is not to find missing side lengths; the problems go outside the clarification of up to 12 x 12 rectangles
MA.3.GR.2.4	Solve mathematical and real-world problems involving the perimeter and area of composite figures composed of non-overlapping rectangles with whole-number side lengths.	3 - Fair Alignment	some shapes are rectangles and ask students to make them composite shapes; many composite shapes have more than 2 parts, so there is not much practice for composite shapes made of 2 rectangles
MA.3.M.1.1	Select and use appropriate tools to measure the length of an object, the volume of liquid within a beaker and temperature.	2 - Poor Alignment	goes beyond the extent of the benchmark; fractions of cups, cups, pints, quarts, and gallons, weight of objects; does not have students measure to the nearest centimeter
MA.3.M.1.2	Solve real-world problems involving any of the four operations with whole-number	2 - Poor Alignment	goes beyond extent of benchmark; how many

	lengths, masses, weights, temperatures or liquid volumes.		1/2 cups are in 4 cups (dividing a whole number by a fraction); requires conversions to solve
MA.3.M.2.1	Using analog and digital clocks tell and write time to the nearest minute using a.m. and p.m. appropriately.	3 - Fair Alignment	students can tell and write time from an analog and a digital clock; they are expected to describe the time in words which seems to be beyond the extent of the benchmark; no practice on having a clock show a given time as shown in the B1G-M document
MA.3.M.2.2	Solve one- and two-step real-world problems involving elapsed time.	3 - Fair Alignment	not many opportunities to cross an hour when calculating elapsed time, but gives practice solving different types of time interval problems
MA.3.NSO.1.1	Read and write numbers from 0 to 10,000 using standard form, expanded form and word form.	4 - Good Alignment	practice with forms of numbers to 10,000
MA.3.NSO.1.2	Compose and decompose four-digit numbers in multiple ways using thousands, hundreds, tens and ones. Demonstrate each composition or decomposition using objects, drawings and expressions or equations.	3 - Fair Alignment	not too much practice writing expressions and equations for the decompositions
MA.3.NSO.1.3	Plot, order and compare whole numbers up to 10,000.	4 - Good Alignment	good practice plotting numbers; not as much practice using number lines to compare numbers
MA.3.NSO.1.4	Round whole numbers from 0 to 1,000 to the nearest 10 or 100.	4 - Good Alignment	shows rounding on a number line and has

			students practice rounding to estimate sums and differences
MA.3.NSO.2.1	Add and subtract multi-digit whole numbers including using a standard algorithm with procedural fluency.	3 - Fair Alignment	provides opportunities to add and subtract; does not relate strategies to bring meaning to the work
MA.3.NSO.2.2	Explore multiplication of two whole numbers with products from 0 to 144, and related division facts.	3 - Fair Alignment	includes different representations of multiplication (many more than are required by the benchmark), but gives practice for each modeling
MA.3.NSO.2.3	Multiply a one-digit whole number by a multiple of 10, up to 90, or a multiple of 100, up to 900, with procedural reliability.	5 - Very Good Alignment	good practice and visuals for multiplying by multiples of 10 or 100
MA.3.NSO.2.4	Multiply two whole numbers from 0 to 12 and divide using related facts with procedural reliability.	4 - Good Alignment	good practice using efficient strategies to multiply
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 	3 - Fair Alignment	has some opportunities

MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 	<p>3 - Fair Alignment</p>	<p>allows for multiple ways to solve problems, but doesn't always encourage building the connections between the strategies</p>
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 	<p>2 - Poor Alignment</p>	<p>does not build on the different levels of fluency as discussed in the BEST standards</p>
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p>	<p>3 - Fair Alignment</p>	<p>has some opportunities</p>

	<p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 		
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. 	2 - Poor Alignment	does not focus on building connections to previously learned materials and relating current content to past information
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p>	2 - Poor Alignment	reasonableness is not highlighted very much; could have easily used lessons on estimate

	<p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. 		<p>sums and differences to show how rounding helps you assess the reasonableness</p>
<p>MA.K12.MTR.7.1</p>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	<p>3 - Fair Alignment</p>	<p>some problems relate to student interests where as others do not</p>
<p>ELA.K12.EE.1.1</p>	<p>Cite evidence to explain and justify reasoning.</p>	<p>2 - Poor Alignment</p>	<p>does not ask students to support with evidence</p>
<p>ELA.K12.EE.2.1</p>	<p>Read and comprehend grade-level complex texts proficiently.</p>	<p>3 - Fair Alignment</p>	<p>has some opportunities</p>
<p>ELA.K12.EE.3.1</p>	<p>Make inferences to support comprehension.</p>	<p>2 - Poor Alignment</p>	<p>has minimal opportunities</p>
<p>ELA.K12.EE.4.1</p>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>	<p>3 - Fair Alignment</p>	<p>has some opportunities</p>

ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	has some opportunities
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	2 - Poor Alignment	has minimal opportunities
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	has some opportunities
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	3 - Fair Alignment	has some opportunities
MA.3.FR.1.1	Represent and interpret unit fractions in the form $\frac{1}{n}$ as the quantity formed by one part when a whole is partitioned into n equal parts.	4 - Good Alignment	allows students to interpret the meaning of a unit fraction

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	3 - Fair Alignment	depends on the benchmark; some are aligned well and others do not hit the intent of the benchmark and clarifications
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	3 - Fair Alignment	depends on the benchmark; some are aligned well and others do not hit the intent of the benchmark and clarifications
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	can be implemented in the classroom with some changes necessary
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3 - Fair Alignment	some lessons provide sufficient details, but others need more
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	some benchmarks are better aligned to the intent of the

		benchmark and the instructional items in the B1G-M than others
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	3 - Fair Alignment	the level of the lesson sometimes meets the student abilities and grade levels but sometimes do not match
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	3 - Fair Alignment	some lessons need additional time for the difficulty of the benchmark
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	good information on content for teachers
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	good use of additional sources
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	no errors noticed
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	no bias seen
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	none seen
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	no issues in facts seen
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	3 - Fair Alignment	decently up to date but lacks some of the current research on math fluency and not using the gradual release process
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	3 - Fair Alignment	some contexts are more relevant than others; some are outdated

16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	3 - Fair Alignment	some contexts are more relevant than others; some are outdated
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	3 - Fair Alignment	some contexts are more relevant than others; some are outdated
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	at times brings in additional content areas
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	seems fair and unbiased
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	no issues seen
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	some times; there are discrepancies

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	3 - Fair Alignment	some benchmarks are well taught and provide enough resources, while others would require quite a bit of additional teaching materials
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	3 - Fair Alignment	some issues with alignment
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	3 - Fair Alignment	at times the order does not make sense but for the most part seems reasonable for the course
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in	4 - Good Alignment	seem mostly engaging for a textbook

understanding of the content at a level appropriate to the students' abilities.		
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	3 - Fair Alignment	some lessons are better chunked than others so some are more manageable at one time than others
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	3 - Fair Alignment	seems to be easily used
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	3 - Fair Alignment	decent presentation

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	some elements will motivate and engage learners, but most appear as just a "boring workbook page"
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	3 - Fair Alignment	some ideas are taught well and thoroughly but not all
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	clear statements of information and outcomes present
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	3 - Fair Alignment	sometimes there is too much scaffolding that does not allow for students to be problem solvers
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	has options for reteach, enrichment, ESE, and ESOL
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	some elements will motivate and engage learners, but most appear as just a "boring workbook page"

7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	3 - Fair Alignment	some good activities to extend the content
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	3 - Fair Alignment	some strategies that are effective but mostly older teaching styles
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	2 - Poor Alignment	too much scaffolding and gradual release instead of allowing students to persevere in problem solving
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	correlation seen
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	3 - Fair Alignment	some assessment opportunities
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	considers many groups of students
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	3 - Fair Alignment	some MTRs are integrated better than others
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	3 - Fair Alignment	standard

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	no CRT seen
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	no CRT seen
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	no CRT seen

Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	none seen
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Reviewer's Name: Natalie Muldoon

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

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Edition: N/A

Grade Level: K-5

Course: [Grade Four Mathematics](#)

Bid ID: 458

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

5 - Very Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

Standard	Description	Reviewer Rating	Rating Justification
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MA.4.AR.1.1	Solve real-world problems involving multiplication and division of whole numbers including problems in which remainders must be interpreted within the context.	4 - Good Alignment	good balance of remainder interpretation
MA.4.AR.1.2	Solve real-world problems involving addition and subtraction of fractions with like denominators, including mixed numbers and fractions greater than one.	5 - Very Good Alignment	fraction types are accurate as per benchmark
MA.4.AR.1.3	Solve real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction.	5 - Very Good Alignment	good use of real world problems
MA.4.AR.2.1	Determine and explain whether an equation involving any of the four operations with whole numbers is true or false.	4 - Good Alignment	practice with true/false & explanations
MA.4.AR.2.2	Given a mathematical or real-world context, write an equation involving multiplication or division to determine the unknown whole number with the unknown in any position.	5 - Very Good Alignment	good use of models
MA.4.AR.3.1	Determine factor pairs for a whole number from 0 to 144. Determine whether a whole number from 0 to 144 is prime, composite or neither.	4 - Good Alignment	0 and 1 not prime or composite - need better clarification of that
MA.4.AR.3.2	Generate, describe and extend a numerical pattern that follows a given rule.	5 - Very Good Alignment	presented in a variety of ways
MA.4.DP.1.1	Collect and represent numerical data, including fractional values, using tables, stem-and-leaf plots or line plots.	4 - Good Alignment	Are they asked to collect any data?
MA.4.DP.1.2	Determine the mode, median or range to interpret numerical data including fractional values, represented with tables, stem-and-leaf plots or line plots.	5 - Very Good Alignment	includes all types of data representation in benchmark
MA.4.DP.1.3	Solve real-world problems involving numerical data.	5 - Very Good Alignment	real world problems are realistic

MA.4.FR.1.1	Model and express a fraction, including mixed numbers and fractions greater than one, with the denominator 10 as an equivalent fraction with the denominator 100.	5 - Very Good Alignment	good use of models and real world examples
MA.4.FR.1.2	Use decimal notation to represent fractions with denominators of 10 or 100, including mixed numbers and fractions greater than 1, and use fractional notation with denominators of 10 or 100 to represent decimals.	5 - Very Good Alignment	correct use of fraction types and denominators
MA.4.FR.1.3	Identify and generate equivalent fractions, including fractions greater than one. Describe how the numerator and denominator are affected when the equivalent fraction is created.	5 - Very Good Alignment	includes different types of models as well as how the numerator and denominator are affected
MA.4.FR.1.4	Plot, order and compare fractions, including mixed numbers and fractions greater than one, with different numerators and different denominators.	5 - Very Good Alignment	great number line use
MA.4.FR.2.1	Decompose a fraction, including mixed numbers and fractions greater than one, into a sum of fractions with the same denominator in multiple ways. Demonstrate each decomposition with objects, drawings and equations.	5 - Very Good Alignment	objects, drawings, and equations included on one example to compare and reach all types of learners
MA.4.FR.2.2	Add and subtract fractions with like denominators, including mixed numbers and fractions greater than one, with procedural reliability.	4 - Good Alignment	little word form
MA.4.FR.2.3	Explore the addition of a fraction with denominator of 10 to a fraction with denominator of 100 using equivalent fractions.	4 - Good Alignment	lacking visual models
MA.4.FR.2.4	Extend previous understanding of multiplication to explore the multiplication of a fraction by a whole number or a whole number by a fraction.	5 - Very Good Alignment	begins with unit fractions to extend previous understanding

MA.4.GR.1.1	Informally explore angles as an attribute of two-dimensional figures. Identify and classify angles as acute, right, obtuse, straight or reflex.	4 - Good Alignment	reflex angle illustrations are misleading
MA.4.GR.1.2	Estimate angle measures. Using a protractor, measure angles in whole-number degrees and draw angles of specified measure in whole-number degrees. Demonstrate that angle measure is additive.	5 - Very Good Alignment	protractor use
MA.4.GR.1.3	Solve real-world and mathematical problems involving unknown whole-number angle measures. Write an equation to represent the unknown.	4 - Good Alignment	need more practice with unknown angle measure
MA.4.GR.2.1	Solve perimeter and area mathematical and real-world problems, including problems with unknown sides, for rectangles with whole-number side lengths.	4 - Good Alignment	missing practice with variable for missing side
MA.4.GR.2.2	Solve problems involving rectangles with the same perimeter and different areas or with the same area and different perimeters.	5 - Very Good Alignment	real world examples - a chapter for each
MA.4.M.1.1	Select and use appropriate tools to measure attributes of objects.	5 - Very Good Alignment	temp in separate chapter
MA.4.M.1.2	Convert within a single system of measurement using the units: yards, feet, inches; kilometers, meters, centimeters, millimeters; pounds, ounces; kilograms, grams; gallons, quarts, pints, cups; liter, milliliter; and hours, minutes, seconds.	5 - Very Good Alignment	time in separate chapter
MA.4.M.2.1	Solve two-step real-world problems involving distances and intervals of time using any combination of the four operations.	4 - Good Alignment	no items with fractions
MA.4.M.2.2	Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation.	5 - Very Good Alignment	well done
MA.4.NSO.1.1	Express how the value of a digit in a multi-digit whole number changes if the digit moves one place to the left or right.	4 - Good Alignment	begins with models

MA.4.NSO.1.2	Read and write multi-digit whole numbers from 0 to 1,000,000 using standard form, expanded form and word form.	5 - Very Good Alignment	stays within limits
MA.4.NSO.1.3	Plot, order and compare multi-digit whole numbers up to 1,000,000.	5 - Very Good Alignment	includes number lines - stays within limits
MA.4.NSO.1.4	Round whole numbers from 0 to 10,000 to the nearest 10, 100 or 1,000.	5 - Very Good Alignment	stays within parameters set in benchmark
MA.4.NSO.1.5	Plot, order and compare decimals up to the hundredths.	5 - Very Good Alignment	number line use
MA.4.NSO.2.1	Recall multiplication facts with factors up to 12 and related division facts with automaticity.	5 - Very Good Alignment	includes product first
MA.4.NSO.2.2	Multiply two whole numbers, up to three digits by up to two digits, with procedural reliability.	5 - Very Good Alignment	taught multiple strategies
MA.4.NSO.2.3	Multiply two whole numbers, each up to two digits, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	different strategies shared
MA.4.NSO.2.4	Divide a whole number up to four digits by a one-digit whole number with procedural reliability. Represent remainders as fractional parts of the divisor.	5 - Very Good Alignment	multiple strategies
MA.4.NSO.2.5	Explore the multiplication and division of multi-digit whole numbers using estimation, rounding and place value.	5 - Very Good Alignment	rounding in more than one lesson
MA.4.NSO.2.6	Identify the number that is one-tenth more, one-tenth less, one-hundredth more and one-hundredth less than a given number.	5 - Very Good Alignment	ample practice
MA.4.NSO.2.7	Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths.	5 - Very Good Alignment	follows benchmark
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others:	4 - Good Alignment	many methods modeled

	<ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 		
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. 	5 - Very Good Alignment	many types of models included throughout
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. 	4 - Good Alignment	not explicit, but implied use

	<ul style="list-style-type: none"> • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 		
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	5 - Very Good Alignment	In MathTalk
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. 	5 - Very Good Alignment	In MathTalk

	<ul style="list-style-type: none"> Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. 		
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. 	5 - Very Good Alignment	In MathTalk
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency. 	5 - Very Good Alignment	consistent real world applications and examples

ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	many opportunities to explain
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	grade level text
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	some opportunity for this in launches
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	a lot of suggestions to discuss in teacher sections
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	clear instructions in teacher sections
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Launch Into sections
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Strategies for Multilingual Learners
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	SEL section

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	see alignment above
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	see alignment above
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	good balance of practice and instruction with spiral review and problem solving

4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	mostly
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	including most of the BIG M clarifications and instructional item types
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	test is on grade level
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Overall pacing is fair - considering progress monitoring and not FSA next year
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	yes
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	yes
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	I did not come across any
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	no bias found
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	great use of models
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	none found
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	MTRs included

15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	much is relevant, ie. manatees
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	yes
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	many consistent real world connections throughout
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	opportunities to read and write - various content areas incorporated
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	consistent use
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	appropriate
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	majority very good alignment

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	Thorough teacher PD and side information in TE
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	yes within my scope
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	in order of BEST Standards
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in	5 - Very Good Alignment	relevant and colorful

understanding of the content at a level appropriate to the students' abilities.		
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	I believe the rate is fair
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	Waggle
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	presentation with Waggle component is well done

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	real world connections, good spacing, colorful, nice photos
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Launch sections
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	BEST benchmarks and MTRs clearly notated with clear I Can statements per lesson
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	decent scaffolding
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	many strategies and models with good teacher support
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	more mental than physical
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	sufficient and aligned practice, spiral, and assessments

8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	many strategies taught but not assessed - students can choose strategy
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	many strategies taught but not assessed - students can choose strategy
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	lesson checks, reviews, performance assessments, and summatives with various item types also included in practice items
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	aligned well to instruction and practice
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	ELL included, but enrich activities are not very rigorous, some tier 2/3 activities, but may be more in Waggle
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	MTRs clearly stated and good use of text
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	most learning requirements are very good

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	no CRT seen
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	yes
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	none seen

Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	4 - Good Alignment	includes SEL in teacher parts
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Reviewer's Name: Melissa Soto

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: [Grade Four Mathematics](#)

Bid ID: 458

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

5 - Very Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

The curriculum is very easy to use and provides ample professional development and support content for teachers. The curriculum provides ample resources for teachers to teach the standards as well as assess the standards. And, additional practice is provided for those students who need reteaching. One recommendation would to include content that could be used during an intervention block to support prerequisite skills prior to students learning the grade level standard. Content for proactive teachers is not present, only reactive content.

Although visuals and concrete representations are included in many lessons, additional practice scaffolding the use manipulatives and linking them to procedures could be included. Additionally, teachers would benefit from multiple activities to support content specific vocabulary rather than just the one page for each chapter.

Standard	Description	Reviewer Rating	Rating Justification
MA.4.AR.1.1	Solve real-world problems involving multiplication and division of whole numbers including problems in which remainders must be interpreted within the context.	5 - Very Good Alignment	Aligns to the standard.
MA.4.AR.1.2	Solve real-world problems involving addition and subtraction of fractions with like denominators, including mixed numbers and fractions greater than one.	4 - Good Alignment	Ch. 5 Lesson 1 doesn't involve addition and subtraction of fractions. Otherwise, the other lessons provide adequate problems involving the content of the standard with some variety in the problems.
MA.4.AR.1.3	Solve real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction.	5 - Very Good Alignment	Problems provided with visuals understand the concept within the standard.
MA.4.AR.2.1	Determine and explain whether an equation involving any of the four operations with whole numbers is true or false.	4 - Good Alignment	Only 6 practice problems provided.
MA.4.AR.2.2	Given a mathematical or real-world context, write an equation involving multiplication or division to determine the unknown whole number with the unknown in any position.	5 - Very Good Alignment	Lesson content aligns to stanard.

MA.4.AR.3.1	Determine factor pairs for a whole number from 0 to 144. Determine whether a whole number from 0 to 144 is prime, composite or neither.	4 - Good Alignment	Although multiples are not mentioned in the BEST standard, they are included in this lesson grouped with this standard. MAFS.4.OA.2.4 included multiples in the standard, however this content includes multiples. Although NSO.2.1 is also referenced, I don't see the term multiples included in any of the BEST standards.
MA.4.AR.3.2	Generate, describe and extend a numerical pattern that follows a given rule.	4 - Good Alignment	The standard is aligned, however additional practice should be provided.
MA.4.DP.1.1	Collect and represent numerical data, including fractional values, using tables, stem-and-leaf plots or line plots.	5 - Very Good Alignment	Content matched the standard and provided ample practice.
MA.4.DP.1.2	Determine the mode, median or range to interpret numerical data including fractional values, represented with tables, stem-and-leaf plots or line plots.	5 - Very Good Alignment	Content matched the standard and provided ample practice.
MA.4.DP.1.3	Solve real-world problems involving numerical data.	5 - Very Good Alignment	Content matched the standard and provided ample practice.
MA.4.FR.1.1	Model and express a fraction, including mixed numbers and fractions greater than one, with the denominator 10 as an equivalent fraction with the denominator 100.	5 - Very Good Alignment	Skill demonstrated pg. 517-522
MA.4.FR.1.2	Use decimal notation to represent fractions with denominators of 10 or 100, including mixed numbers and fractions greater than 1, and use fractional notation with denominators of 10 or 100 to represent decimals.	5 - Very Good Alignment	Content aligns well.

MA.4.FR.1.3	Identify and generate equivalent fractions, including fractions greater than one. Describe how the numerator and denominator are affected when the equivalent fraction is created.	5 - Very Good Alignment	Content aligns well.
MA.4.FR.1.4	Plot, order and compare fractions, including mixed numbers and fractions greater than one, with different numerators and different denominators.	5 - Very Good Alignment	Content aligns well.
MA.4.FR.2.1	Decompose a fraction, including mixed numbers and fractions greater than one, into a sum of fractions with the same denominator in multiple ways. Demonstrate each decomposition with objects, drawings and equations.	5 - Very Good Alignment	Content aligns well.
MA.4.FR.2.2	Add and subtract fractions with like denominators, including mixed numbers and fractions greater than one, with procedural reliability.	5 - Very Good Alignment	Content aligned. Clarification #1 included in instruction.
MA.4.FR.2.3	Explore the addition of a fraction with denominator of 10 to a fraction with denominator of 100 using equivalent fractions.	5 - Very Good Alignment	Few practice problems, but aligned.
MA.4.FR.2.4	Extend previous understanding of multiplication to explore the multiplication of a fraction by a whole number or a whole number by a fraction.	5 - Very Good Alignment	Content aligned.
MA.4.GR.1.1	Informally explore angles as an attribute of two-dimensional figures. Identify and classify angles as acute, right, obtuse, straight or reflex.	4 - Good Alignment	Few "real-world pictures" (pg. 589-594, 595-600) as stated in the benchmark clarifications.
MA.4.GR.1.2	Estimate angle measures. Using a protractor, measure angles in whole-number degrees and draw angles of specified measure in whole-number degrees. Demonstrate that angle measure is additive.	5 - Very Good Alignment	Content aligned and ample practice provided.

MA.4.GR.1.3	Solve real-world and mathematical problems involving unknown whole-number angle measures. Write an equation to represent the unknown.	5 - Very Good Alignment	Content aligned and ample practice provided.
MA.4.GR.2.1	Solve perimeter and area mathematical and real-world problems, including problems with unknown sides, for rectangles with whole-number side lengths.	5 - Very Good Alignment	Aligns to standard. Ample practice provided.
MA.4.GR.2.2	Solve problems involving rectangles with the same perimeter and different areas or with the same area and different perimeters.	5 - Very Good Alignment	Aligns to standard. Ample practice provided.
MA.4.M.1.1	Select and use appropriate tools to measure attributes of objects.	3 - Fair Alignment	Attributes not clearly defined in given lessons.
MA.4.M.1.2	Convert within a single system of measurement using the units: yards, feet, inches; kilometers, meters, centimeters, millimeters; pounds, ounces; kilograms, grams; gallons, quarts, pints, cups; liter, milliliter; and hours, minutes, seconds.	5 - Very Good Alignment	Aligns the to standard stays within the benchmark clarifications.
MA.4.M.2.1	Solve two-step real-world problems involving distances and intervals of time using any combination of the four operations.	3 - Fair Alignment	Problems involving distance were not included. Problems did not include fractions.
MA.4.M.2.2	Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation.	2 - Poor Alignment	Pg. 573-578. The standard states addition/subtraction problems. However, lesson 6 involves multiplication and division. The NSO standard also listed doesn't not include multiplication/division.
MA.4.NSO.1.1	Express how the value of a digit in a multi-digit whole number changes if the digit moves one place to the left or right.	5 - Very Good Alignment	Content aligned

MA.4.NSO.1.2	Read and write multi-digit whole numbers from 0 to 1,000,000 using standard form, expanded form and word form.	5 - Very Good Alignment	Content aligned
MA.4.NSO.1.3	Plot, order and compare multi-digit whole numbers up to 1,000,000.	5 - Very Good Alignment	Content aligned
MA.4.NSO.1.4	Round whole numbers from 0 to 10,000 to the nearest 10, 100 or 1,000.	5 - Very Good Alignment	Content aligned
MA.4.NSO.1.5	Plot, order and compare decimals up to the hundredths.	5 - Very Good Alignment	Content aligned
MA.4.NSO.2.1	Recall multiplication facts with factors up to 12 and related division facts with automaticity.	5 - Very Good Alignment	Content aligned. Ample practice.
MA.4.NSO.2.2	Multiply two whole numbers, up to three digits by up to two digits, with procedural reliability.	5 - Very Good Alignment	Content aligned. Ample practice.
MA.4.NSO.2.3	Multiply two whole numbers, each up to two digits, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	Content aligned. Ample practice.
MA.4.NSO.2.4	Divide a whole number up to four digits by a one-digit whole number with procedural reliability. Represent remainders as fractional parts of the divisor.	5 - Very Good Alignment	Content aligned. Ample practice.
MA.4.NSO.2.5	Explore the multiplication and division of multi-digit whole numbers using estimation, rounding and place value.	5 - Very Good Alignment	Content aligned.
MA.4.NSO.2.6	Identify the number that is one-tenth more, one-tenth less, one-hundredth more and one-hundredth less than a given number.	5 - Very Good Alignment	Content aligned.
MA.4.NSO.2.7	Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths.	5 - Very Good Alignment	Content aligned.

<p>MA.K12.MTR.1.1</p>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 	<p>5 - Very Good Alignment</p>	<p>Content includes practice in multiple places. MTR 1.1 listed beside discussion questions.</p>
<p>MA.K12.MTR.2.1</p>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. 	<p>5 - Very Good Alignment</p>	<p>Content includes practice in multiple places.</p>
<p>MA.K12.MTR.3.1</p>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p>	<p>5 - Very Good Alignment</p>	<p>Content includes practice in multiple places.</p>

	<ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 		
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	5 - Very Good Alignment	Content includes practice in multiple places.
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. 	5 - Very Good Alignment	Content includes practice in multiple places.

	<ul style="list-style-type: none"> • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. 		
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. 	5 - Very Good Alignment	Content includes practice in multiple places.
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	5 - Very Good Alignment	Content includes practice in multiple places.

ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Ample opportunities provided.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Grade level text included not only in word problems, but also in the "Launch Into" sections.
ELA.K12.EE.3.1	Make inferences to support comprehension.	2 - Poor Alignment	Not a skill embedded in a strong way.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Variety of situations not present.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Format evident within textbook content.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	1 - Very Poor/No Alignment	Explicit teaching of skill not evident.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	ELL strategies included throughout content.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	ELL strategies include instructional purposes.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Most of the standards are aligned well.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Skills don't appear to go beyond the extent of the standard.

3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	The materials are very adaptable for classroom instruction.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Additional teacher support beyond the text is needed, but most pages provide enough information.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	The complexity appears to match that of the standards.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	Most of the content matches the standards, and therefore matches grade level student abilities.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	3 - Fair Alignment	The time frame provided in the instructional model will only work in ideal situations. Additional time will be needed for transition, set up, lesson adjustments as needed, etc.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	3 - Fair Alignment	Professional learning references published 10+ years ago, with some references published in the 90's. Use more updated references.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Sources contribute to the quality of the content.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	An error was found and submitted to the appropriate contact.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	No bias or contradictions found.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Content is accurate.

13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	All content is factual and accurate.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Content is taught in a progression that makes sense including a focus on the concepts being taught.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	The content teaches the grade-level standards, is appropriate and relevant.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Context is appropriate for 9/10 year old students.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Content includes connections to Florida life such as Manatee and the Sunshine Skyway Bridge.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	A variety of disciplines are found within the text.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	Multicultural representation can be found throughout the student textbook.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	No inappropriate content found.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	In general, most of the content of the standards for this course are covered. A note was added for MA.4.M.2.2.

Presentation	Reviewer Rating	Rating Justification
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1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	If purchasing all the resources provided in this curriculum, the teacher should not need to prepare additional teaching materials.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	All components appear to be aligned.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Easy to follow organization.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	The content readability was appropriate for 4th grade students.
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	Pacing may be a bit fast for ELL or ESE students.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	3 - Fair Alignment	Student textbook does not seem to have an audio component except for the interactive lesson. And, the audio that reads the pages in the interactive lesson sounds like a robot. The students are not able to access the audio for each component in the digital materials since they are in pdf format.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Overall good alignment.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Topics are presented in an interesting way, typically with manipulatives or visuals.

2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Concepts are grouped together in a way that makes sense.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Chapters and lessons clearly state the goals and expectations for each lesson.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	Teacher resources questioned students in a way that allowed for students to think independently without fear of saying something "wrong".
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Lesson content includes support to ELL's or struggling students. Concepts are taught using various strategies including concrete and visual representations. Content is easily adapted to meet the needs of a variety of learners.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	The materials engage the mental activity of students. Some of the activities involve physical activity, but not much.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	The activities included in the materials are organized in a logical way.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	Practices for effective mathematics teaching can be found within the content. Lesson opening activity is often too guided (looking for very specific answers and strategies) to allow for students to develop their own ideas.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	The strategies incorporated focus on the concept and links the concept to the procedure.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Strong correlation

11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	Yes. Assessment items provide information regarding student understanding of the targeted outcomes, and provide remediation based on the assessment results.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	Incorporate additional practice providing concrete and visual representations.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	MTR.1.1 and MTR.2.1 could be strengthened in the content.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	Overall good alignment.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No content of CRT found.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No content of CRT found.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Nothing found relating to social justice and CRT.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	SEL strategies not found.

From: Jones, Beverly <Bev.Jones@cengage.com>
Sent: Thursday, April 21, 2022 4:09 PM EDT
To: Hamilton; Lauren
CC: Seeds, Cathy; Baumbach, Amber; Rivers1, Angelia; Evans, Carey A
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List
Attachment(s): "image001.png"

Lauren

Is it permissible for us to share this information with our customers that have already adopted our programs?
I just wanted to check with you, as they have been asking us for updates on the results of our state review.

I look forward to hearing from you.

Have a great rest of your day!

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Thursday, April 21, 2022 11:51 AM
To: Jones, Beverly <Bev.Jones@cengage.com>
Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: [EXTERNAL] RE: 21-22 Instructional Materials Mathematics State Adopted List

Good morning,

Thank you so much for your inquiry. Attached is our initial findings from the review process of both standards alignment(full evaluations for materials attached) and any special topics findings. Only materials and standards that were rated at a 3-Fair or below, are of interest for the purpose of non-adoption. All findings are attached to this email and we welcome further conversation regarding these findings and ensuring all your materials are appropriate for Florida classrooms.

Also, please advise if you believe you have proprietary materials of a nature that would prevent the department from disclosing them as public records. If so, please identify the grounds for that claim.

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Jones, Beverly <Bev.Jones@cengage.com>
Sent: Wednesday, April 20, 2022 4:01 PM
To: Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

It was wonderful speaking with you this afternoon; thank you so much for reaching out to me. I really appreciate it.

What I am looking for is the evaluation rubric/score for our title, *Precalculus with Limits: A Graphing Approach 8th Edition*. We would like to look at that information in order to make an informed decision regarding an appeal.

I look forward to hopefully having that information by this Friday.

Have a wonderful rest of your day!

From: Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Sent: Wednesday, April 20, 2022 3:47 PM
To: Jones, Beverly <Bev.Jones@cengage.com>
Subject: [EXTERNAL] FW: 21-22 Instructional Materials Mathematics State Adopted List
Importance: High

Good afternoon Ms. Jones,

Thank you for calling the Office of Library Media and Instructional Materials at the Florida Department of Education. Please feel free

to return my call at the phone number below at your earliest convenience.

Thanks,
Angelia Rivers
850-245-0853

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Wednesday, April 20, 2022 2:58 PM
To: Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: FW: 21-22 Instructional Materials Mathematics State Adopted List
Importance: High

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Jones, Beverly <Bev.Jones@cengage.com>
Sent: Tuesday, April 19, 2022 3:23 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List
Importance: High

Lauren

Is there any chance that we can we get a copy of the evaluation rubric so that we can see where we were deficient?

I searched the website, but was unable to find anything.

Thank you.

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Friday, April 15, 2022 2:23 PM
Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: [EXTERNAL] 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon publishers,

The 2021-2022 Mathematics Instructional materials State Adopted list is now available on our webpage here: [2021-2022 K-12 Mathematics Adoption list \(fldoe.org\)](#)

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

Sent: Thursday, April 21, 2022 11:37 AM EDT

To: Diana Bauer <dbauer@acceleratelearning.com> <Diana Bauer <dbauer@acceleratelearning.com>>

CC: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com> <Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>>; Baumbach, Amber; Seeds, Cathy

Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Attachment(s): "Accelerate Learning-Appeals K-12 Mathematics.xlsx", "image001.png"

Good morning,

Thank you for speaking with me this morning. As mention, attached is our initial findings from the review process of both standards alignment(full evaluations for materials attached) and any special topics findings. Only materials and standards that were rated at a 3-Fair or below, are of interest for the purpose of non-adoption. All findings are attached to this email and we welcome further conversation regarding these findings and ensuring all your materials are appropriate for Florida classrooms.

Also, please advise if you believe you have proprietary materials of a nature that would prevent the department from disclosing them as public records. If so, please identify the grounds for that claim.

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Hamilton, Lauren

Sent: Wednesday, April 20, 2022 4:27 PM

To: Diana Bauer <dbauer@acceleratelearning.com>

Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>

Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Hi Diana,

I hope all is well. Please give me a phone call tomorrow to discuss appeals. My Desk line is 850-245-0882.

Thanks!

Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Diana Bauer <dbauer@acceleratelearning.com>

Sent: Monday, April 18, 2022 10:01 AM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>

Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

Ms. Hamilton,

Thank you for the information. Are you able to provide more information on why Accelerate Learning Inc's 4th Grade Accelerated course was not recommended? We have read the information regarding appeals, but we were interested

in feedback regarding our fourth grade accelerated course.
Thank you for your time.
Take care,
Diana

On Fri, Apr 15, 2022 at 1:23 PM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Good afternoon publishers,

The 2021-2022 Mathematics Instructional materials State Adopted list is now available on our webpage here: [2021-2022 K-12 Mathematics Adoption list \(fldoe.org\)](#)

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

A Bid #	B Course	C Title	D Special Topics (Y/N)	E Subject-Specific Standards Score
1	329	STEMscopes Florida Math	4	4
2	331	STEMscopes Florida Math	4	4
3	Grade 4 Accelerated (Special Topics)	STEMscopes Florida Math		
4	Foundational Skills in Mathematics 3-5 (Special Topics)			
5				
6				
7				
8				
9				
10	Special Topic Evidence			
11	Bid 329-Grade 4 Accelerated			
12	Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? 3 - Fair Alignment	mentions Culturally responsive teaching but not CRT		
13	Bid 331-Foundational Skills in Mathematics 3-5			
14	Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? 3 - Fair Alignment	culturally responsive teaching is mentioned but not related to critical race theory		

	F	G	H	I
	Emailed Dept regarding Appeals:	Evaluations and Breakdown Sent	Appeal Filed	What Needs to be Discussed at Call
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				

Accelerate

	J	K	L	M	N
1	Negotiation call: (due within 7 days of appeal deadline)	Changes due from publisher: (2-3 weeks)	Content Specialist Review Sent:		
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					

Accelerate

From: Drew Parker <dparker@radeylaw.com>
Sent: Thursday, April 21, 2022 12:11 PM EDT
To: Hamilton; Lauren
CC: Baumbach, Amber; Seeds, Cathy; Richmond, James
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List
Attachment(s): "image002.png", "image003.png"

Lauren,

Thank you for the email and the documents. I believe that DOE has other documents responsive to my requests. Specifically, I requested all completed evaluations for Houghton Mifflin Harcourt's ("HMH") 2021-2022 Mathematics Instructional Materials. Can you please send me the evaluations/reviewer reports for the Mathematics Instructional Materials submitted by HMH which passed the subject-specific standards score and/or did not include special topics? I'm seeking all evaluations for HMH titles—not just the evaluations for the objectionable HMH titles on the Not Recommended List.

Best regards,
Drew Parker

M. Drew Parker
Radey Law Firm
Suite 200, 301 S. Bronough Street
Tallahassee, FL 32301
Telephone: (850) 425-6654
Direct: (850) 425-6681
Cell: (850) 491-5200
Facsimile: (850) 425-6694
Web: www.radeylaw.com



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From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Thursday, April 21, 2022 10:23 AM
To: Drew Parker <dparker@radeylaw.com>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: FW: 21-22 Instructional Materials Mathematics State Adopted List

Please see below information regarding your request.

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Hamilton, Lauren

Sent: Wednesday, April 20, 2022 4:26 PM

To: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>

Cc: Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Hi Tavi,

Thank you so much for your inquiry. Attached is our initial findings from the review process of both standards alignment (full evaluations for materials attached) and any special topics findings. Only materials and standards that were rated at a 3-Fair or below, are of interest for the purpose of non-adoption. All findings are attached to this email and we welcome further conversation regarding these findings and ensuring all your materials are appropriate for Florida classrooms.

Also, please advise if you believe you have proprietary materials of a nature that would prevent the department from disclosing them as public records. If so, please identify the grounds for that claim.

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>

Sent: Monday, April 18, 2022 9:27 AM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Cc: Jacobson, Lisa <Lisa.Jacobson@hnhco.com>

Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Good morning Lauren - HMH would like to request copies of all reviewer reports for HMH programs reviewed for this math adoption.

Thank you,
Tavi

Lataviance Taylor
Lead, Bids & Contracts Specialist
Business Desk, South Area

Houghton Mifflin Harcourt
9400 Southpark Center Loop
Orlando, FL 32819
Office: 407.345.2352
Fax: 407.352.1318
hnhco.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Friday, April 15, 2022 3:13 PM

Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

This message originated from outside your organization

If you wish to appeal any adoption decision, please see our policies and procedures document on our instructional materials website. [POLICIES AND PROCEDURES \(fldoe.org\)](https://fldoe.org/POLICIES_AND_PROCEDURES)

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Hamilton, Lauren
Sent: Friday, April 15, 2022 2:23 PM
Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon publishers,

The 2021-2022 Mathematics Instructional materials State Adopted list is now available on our webpage here: [2021-2022 K-12 Mathematics Adoption list \(fldoe.org\)](#)

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Thursday, April 28, 2022 8:23 AM EDT
To: Amanda McGee - Accelerate Learning
CC: Diana Bauer; Baumbach, Amber; Seeds, Cathy; Richmond, James
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List
Attachment(s): "image001.png"

Hi Amanda,

Our team will need to bump up the call this morning at 10am to 9:30am. Here is a new link for the meeting.

Thank you!

Accelerate Learning - Appeal
Thu, Apr 28, 2022 9:30 AM - 10:00 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.

<https://meet.goto.com/565152685>

You can also dial in using your phone.

United States (Toll Free): [1 866 899 4679](tel:18668994679)

United States: [+1 \(571\) 317-3116](tel:+15713173116)

Access Code: 565-152-685

Join from a video-conferencing room or system.

Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 565 152 685

Or dial directly: [565152685@67.217.95.2](tel:565152685@67.217.95.2) or [67.217.95.2##565152685](tel:67.217.95.2##565152685)

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>
Sent: Wednesday, April 27, 2022 4:51 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Diana Bauer <dbauer@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

I wanted to send this in preparation for our conversation tomorrow. My team spent yesterday and today going through the two courses that were found to have issues. In lieu of having specific examples and/or the exact thing that reviewers were trained to look for we have found three examples that are present in both courses not recommended where we highlight different cultures. The specifics of what we will share tomorrow can be found below. We look forward to our call.

-- Amanda

Review Appeal Specifics:

Repeals for the following products:

- 4th Grade Accelerated
- 3-5 Foundational

In the reviews where we were given 3's, we were not given specific examples. Only that our curriculum:

Mentions culturally responsive teaching but not CRT

AND

culturally responsive teaching is mentioned but not related to critical race theory

Response:

We have swept the curriculum and found three examples that we believe could have been flagged as we are talking about other cultures.

Next Steps:

We will replace these sections with the following:

Current:

<https://drive.google.com/file/d/1SWCQjVd3L65Gh-CI5b0UR7HGxh02MeeJ/view?usp=sharing>

Revised:

<https://drive.google.com/file/d/1wCmsuxrY4iqsm2qAi83kUKzwI3H-JrLr/view?usp=sharing>

Current:

https://drive.google.com/file/d/16uuzvS_ZIYdff-4oPvb5RkDbtnQVEKau/view?usp=sharing

Revised:

https://drive.google.com/file/d/1O7uop5Aila-s_-sENtV_BkTAr5bKNPtj/view?usp=sharing

Current:

<https://drive.google.com/file/d/1-mgGvppTWztWU3aV86BF5RiJ3XXYb9zj/view?usp=sharing>

Revised:

https://drive.google.com/file/d/1SVLE7mF16GffJzp_COz99nLj801OTSYp/view?usp=sharing

On Wed, Apr 27, 2022 at 9:33 AM Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com> wrote:

Please see our appeal. I will also be mailing this as stated in the Policies and Procedures document.

-- Amanda

On Tue, Apr 26, 2022 at 12:43 PM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Hi Amanda,

My apologies, we have been swamped indeed! When you have a moment, can you give me a call?

My desk is 850-245-0882.

Thanks!

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>

Sent: Tuesday, April 26, 2022 1:28 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Cc: Diana Bauer <dbauer@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>

Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

Following up on this Lauren. I know you all are swamped, but I also know these are time-sensitive things. Let me know if we need to do another call.

-- Amanda

On Fri, Apr 22, 2022 at 1:55 PM Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com> wrote:

Thank you so much for sending this so quickly! I have a few follow-up questions.

1 - Is there a way for us to get examples of what it looks like one reviewer found? We worked really hard (as I think is evidenced by being the only K-5 approved product) to follow the guidance we were given from the DOE every step of the way so it surprises me that someone found that we specifically mentioned culturally relevant teaching. Specific examples or even just pointing us to where they found it (scope/lesson) would be helpful. If we need to file an appeal to get all of that information then we will certainly understand and will do that.

2 - In regards to the proprietary materials, can you give me any more information on what is being requested? Of course, our content is our intellectual property, and we would not be ok with the whole program being given to someone.

Thanks for all the work and most likely extra hours you all have been putting in the last week!

-- Amanda

On Thu, Apr 21, 2022 at 10:39 AM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Good morning,

Thank you for speaking with me this morning. As mentioned, attached is our initial findings from the review process of both standards alignment(full evaluations for materials attached) and any special topics findings. Only materials and standards that were rated at a 3-Fair or below, are of interest for the purpose of non-adoption. All findings are attached to this email and we welcome further conversation regarding these findings and ensuring all your materials are appropriate for Florida classrooms.

Also, please advise if you believe you have proprietary materials of a nature that would prevent the department from disclosing them as public records. If so, please identify the grounds for that claim.

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Hamilton, Lauren
Sent: Wednesday, April 20, 2022 4:27 PM
To: Diana Bauer <dbauer@acceleratelearning.com>
Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Hi Diana,

I hope all is well. Please give me a phone call tomorrow to discuss appeals. My Desk line is 850-245-0882.

Thanks!
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Diana Bauer <dbauer@acceleratelearning.com>
Sent: Monday, April 18, 2022 10:01 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

Ms. Hamilton,
Thank you for the information. Are you able to provide more information on why Accelerate Learning Inc's 4th Grade Accelerated course was not recommended? We have read the information regarding appeals, but we were interested in feedback regarding our fourth grade accelerated course.
Thank you for your time.
Take care,
Diana

On Fri, Apr 15, 2022 at 1:23 PM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Good afternoon publishers,

The 2021-2022 Mathematics Instructional materials State Adopted list is now available on our webpage here: [2021-2022 K-12 Mathematics Adoption list \(fldoe.org\)](#)

Thanks,
Lauren

Lauren Hamilton
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FDOE_Public Schools Signature (005)

--

Amanda **MC**GEE
Senior Vice President, Curriculum Development and Production
Accelerate Learning

amcgee@acceleratelearning.com
O: 281.833.4537

5177 Richmond Ave
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Houston, TX 77056

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Accelerate Learning

amcgee@acceleratelearning.com
O: 281.833.4537

5177 Richmond Ave
Suite 1025
Houston, TX 77056

acceleratelearning.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Thursday, April 21, 2022 11:39 AM EDT
To: Diana Bauer
CC: Amanda McGee - Accelerate Learning; Baumbach, Amber; Seeds, Cathy
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List
Attachment(s): "Accelerate Learning-Appeals K-12 Mathematics.xlsx", "image001.png"

Good morning,

Thank you for speaking with me this morning. As mentioned, attached is our initial findings from the review process of both standards alignment(full evaluations for materials attached) and any special topics findings. Only materials and standards that were rated at a 3-Fair or below, are of interest for the purpose of non-adoption. All findings are attached to this email and we welcome further conversation regarding these findings and ensuring all your materials are appropriate for Florida classrooms.

Also, please advise if you believe you have proprietary materials of a nature that would prevent the department from disclosing them as public records. If so, please identify the grounds for that claim.

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Florida Department of Education
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850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Hamilton, Lauren
Sent: Wednesday, April 20, 2022 4:27 PM
To: Diana Bauer <dbauer@acceleratelearning.com>
Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

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Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

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Thanks,
Lauren

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FDOE_Public Schools Signature (005)

A Bid #	B Course	C Title	D Special Topics (Y/N)	E Subject-Specific Standards Score
1				
2	329] Grade 4 Accelerated (Special Topics)	STEMscopes Florida Math	Special Topics (Y/N)	4
3	331] Foundational Skills in Mathematics 3-5 (Special Topics)	STEMscopes Florida Math		4
4				
5				
6				
7				
8				
9				
10	Special Topic Evidence			
11	Bid 329-Grade 4 Accelerated			
12	Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? 3 - Fair Alignment	mentions Culturally responsive teaching but not CRT		
13	Bid 331-Foundational Skills in Mathematics 3-5			
14	Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? 3 - Fair Alignment	culturally responsive teaching is mentioned but not related to critical race theory		

	F	G	H	I
	Emailed Dept regarding Appeals:	Evaluations and Breakdown Sent	Appeal Filed	What Needs to be Discussed at Call
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				

	J	K	L	M	N
1	Negotiation call: (due within 7 days of appeal deadline)	Changes due from publisher: (2-3 weeks)	Content Specialist Review Sent:		
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					

Accelerate

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Friday, April 29, 2022 10:51 AM EDT

To: Diana Bauer

CC: Amanda McGee - Accelerate Learning; Baumbach, Amber; Seeds, Cathy; Richmond, James

Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Attachment(s): "image001.png"

Thanks, Diana! Our team will review and reach out with next steps soon.

Please reach out if you have any questions or concerns.

Thanks,

Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Diana Bauer <dbauer@acceleratelearning.com>

Sent: Friday, April 29, 2022 10:08 AM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Richmond, James <James.Richmond@fldoe.org>

Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

Good morning,

Please see the attached Excel containing links to the updated content for our appeal. Each BID is on a separate tab. The PDFs in the Publisher Correction column, show the site yesterday, and the updated site this morning. Both PDFs have date/time stamps.

The "Link to correction in materials" column contains the direct links to the updated content. As a friendly reminder, we have included the URL, username, and password both on the Excel sheet and below. Users must be signed in to see the updated content on the live site.

URL: <https://stemscopes.com/math/fl/preview> Username: floridadoe Password: mathmath!

We look forward to hearing from you in the near future.

Take care,

Diana

On Thu, Apr 28, 2022 at 9:47 AM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Good morning,

Thank you for speaking with us this morning. Please see the attached appeal template.

Thanks,

Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
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850-245-0882 Office

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FDOE_Public Schools Signature (005)

From: Hamilton, Lauren
Sent: Thursday, April 28, 2022 8:24 AM
To: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>
Cc: Diana Bauer <dbauer@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Richmond, James <James.Richmond@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Hi Amanda,

Our team will need to bump up the call this morning at 10am to 9:30am. Here is a new link for the meeting.

Thank you!

Accelerate Learning - Appeal
Thu, Apr 28, 2022 9:30 AM - 10:00 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.
<https://meet.goto.com/565152685>

You can also dial in using your phone.
United States (Toll Free): [1 866 899 4679](tel:18668994679)
United States: [+1 \(571\) 317-3116](tel:+15713173116)

Access Code: 565-152-685

Join from a video-conferencing room or system.
Dial in or type: 67.217.95.2 or inroomlink.goto.com
Meeting ID: 565 152 685
Or dial directly: [565152685@67.217.95.2](tel:565152685@67.217.95.2) or 67.217.95.2##565152685

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Lauren Hamilton
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Florida Department of Education
325 West Gaines Street, Suite 424
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FDOE_Public Schools Signature (005)

From: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>
Sent: Wednesday, April 27, 2022 4:51 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Diana Bauer <dbauer@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

I wanted to send this in preparation for our conversation tomorrow. My team spent yesterday and today going through the two courses that were found to have issues. In lieu of having specific examples and/or the exact thing that reviewers were trained to look for we have found three examples that are present in both courses not recommended where we highlight different cultures. The specifics of what we will share tomorrow can be found below. We look forward to our call.

-- Amanda

Review Appeal Specifics:

Repeals for the following products:

- 4th Grade Accelerated
- 3-5 Foundational

In the reviews where we were given 3's, we were not given specific examples. Only that our curriculum:

Mentions culturally responsive teaching but not CRT

AND

culturally responsive teaching is mentioned but not related to critical race theory

Response:

We have swept the curriculum and found three examples that we believe could have been flagged as we are talking about other cultures.

Next Steps:

We will replace these sections with the following:

Current:

<https://drive.google.com/file/d/1SWCQjVd3L65Gh-CI5b0UR7HGxh02MeeJ/view?usp=sharing>

Revised:

<https://drive.google.com/file/d/1wCmsuxrY4iqsm2qAi83kUKzwl3H-JrLr/view?usp=sharing>

Current:

https://drive.google.com/file/d/16uuzvS_ZIYdfF-4oPvb5RkDbtnQVEKau/view?usp=sharing

Revised:

https://drive.google.com/file/d/1O7uop5Aila-s_-sENTV_BkTAr5bKNPtj/view?usp=sharing

Current:

<https://drive.google.com/file/d/1-mgGvppTWztWU3aV86BF5RiJ3XXYb9zj/view?usp=sharing>

Revised:

https://drive.google.com/file/d/1SVLE7mF16GffJzp_COz99nLj801OTSYp/view?usp=sharing

On Wed, Apr 27, 2022 at 9:33 AM Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com> wrote:

Please see our appeal. I will also be mailing this as stated in the Policies and Procedures document.

-- Amanda

On Tue, Apr 26, 2022 at 12:43 PM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Hi Amanda,

My apologies, we have been swamped indeed! When you have a moment, can you give me a call?

My desk is 850-245-0882.

Thanks!

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>

Sent: Tuesday, April 26, 2022 1:28 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Cc: Diana Bauer <dbauer@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy

<Cathy.Seeds@fldoe.org>

Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

Following up on this Lauren. I know you all are swamped, but I also know these are time-sensitive things. Let me know if we need to do another call.

-- Amanda

On Fri, Apr 22, 2022 at 1:55 PM Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com> wrote:

Thank you so much for sending this so quickly! I have a few follow-up questions.

1 - Is there a way for us to get examples of what it looks like one reviewer found? We worked really hard (as I think is evidenced by being the only K-5 approved product) to follow the guidance we were given from the DOE every step of the way so it surprises me that someone found that we specifically mentioned culturally relevant teaching. Specific examples or even just pointing us to where they found it (scope/lesson) would be helpful. If we need to file an appeal to get all of that information then we will certainly understand and will do that.

2 - In regards to the proprietary materials, can you give me any more information on what is being requested? Of course, our content is our intellectual property, and we would not be ok with the whole program being given to someone.

Thanks for all the work and most likely extra hours you all have been putting in the last week!

-- Amanda

On Thu, Apr 21, 2022 at 10:39 AM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Good morning,

Thank you for speaking with me this morning. As mentioned, attached is our initial findings from the review process of both standards alignment(full evaluations for materials attached) and any special topics findings. Only materials and standards that were rated at a 3-Fair or below, are of interest for the purpose of non-adoption. All findings are attached to this email and we welcome further conversation regarding these findings and ensuring all your materials are appropriate for Florida classrooms.

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Florida Department of Education
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850-245-0882 Office
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FDOE_Public Schools Signature (005)

From: Hamilton, Lauren

Sent: Wednesday, April 20, 2022 4:27 PM

To: Diana Bauer <dbauer@acceleratelearning.com>

Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>

Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

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Sent: Monday, April 18, 2022 10:01 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Amanda McGee - Accelerate Learning <amcgee@acceleratelearning.com>
Subject: Re: 21-22 Instructional Materials Mathematics State Adopted List

Ms. Hamilton,
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acceleratelearning.com

From: Seeds, Cathy <Cathy> on behalf of Seeds, Cathy <Seeds, Cathy>
Sent: Thursday, October 28, 2021 4:19 PM EDT
To: Lauralee Shapiro; Kristen Condella
Subject: RE: [EXTERNAL] Re: FADIMA CONFERENCE 2021
Attachment(s): "image001.png", "image002.png", "image003.png", "image004.png", "image005.png", "image006.png"

If you could, that would be great!

I have been able to attend and present each year in the past so I anticipate that it will get approved. If for some reason it does not, I will know soon and will be sure to let you know as well.

Cathy Seeds
Director, Library Media & Instructional Materials
Bureau of Standards & Instructional Support
Florida Department of Education

DOE Logo

From: Lauralee Shapiro <lauralee.shapiro@conferencedirect.com>
Sent: Thursday, October 28, 2021 4:17 PM
To: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Kristen Condella <Kristen.Condella@KeysSchools.com>
Cc: Lauralee Shapiro <lauralee.shapiro@conferencedirect.com>
Subject: RE: [EXTERNAL] Re: FADIMA CONFERENCE 2021

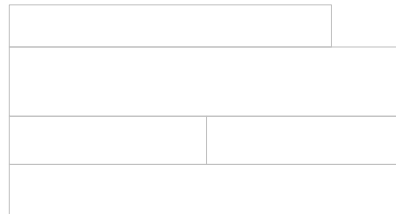
Cathy,

They are almost sold out. Do you want me to go ahead and book the room for you now? If you don't get approved, we can always cancel.

Best,

Lauralee Shapiro

Lauralee Shapiro, CMP, CDS, CIS
Global Account Executive



Phone (407) 405-0138
Email: Lauralee.Shapiro@conferencedirect.com
[Meet Lauralee Shapiro CMP](#)

2021 Recipient of Connect Association 15 over 50
MPI SES - Chair of Education 2021
Member of Greater Orlando Area MPI, Director of Chapter Collaboration 2021-2022
Member of SITE Florida & The Caribbean Chapter, VP of Events 2021-2022
Proud Rotarian since 2017

From: Seeds, Cathy <Cathy.Seeds@fldoe.org>
Sent: Thursday, October 28, 2021 4:13 PM
To: Lauralee Shapiro <lauralee.shapiro@conferencedirect.com>; Kristen Condella <Kristen.Condella@KeysSchools.com>
Subject: RE: [EXTERNAL] Re: FADIMA CONFERENCE 2021

Ok, thanks. I will let you know. I have put in for approval with the rate of \$179 and justification for trip.

It will be for me for 1 night, Wed, Nov 17, with check-out on Nov 18.

Cathy Seeds
Director, Library Media & Instructional Materials
Bureau of Standards & Instructional Support

DOE Logo

From: Lauralee Shapiro <lauralee.shapiro@conferencedirect.com>
Sent: Thursday, October 28, 2021 4:04 PM
To: Kristen Condella <Kristen.Condella@KeysSchools.com>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Cc: Lauralee Shapiro <lauralee.shapiro@conferencedirect.com>
Subject: RE: [EXTERNAL] Re: FADIMA CONFERENCE 2021

Cathy,

Once approved, please email your needs and I will see what is available. I will need first / last name, arrival / departure date.

Best,

Lauralee Shapiro

Lauralee Shapiro, CMP, CDS, CIS
Global Account Executive



Phone (407) 405-0138
Email: Lauralee.Shapiro@conferencedirect.com
[Meet Lauralee Shapiro CMP](#)

2021 Recipient â€œ Connect Association 15 over 50
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Member of Greater Orlando Area MPI, Director of Chapter Collaboration 2021-2022
Member of SITE Florida & The Caribbean Chapter, VP of Events 2021-2022
Proud Rotarian since 2017

From: Kristen Condella <Kristen.Condella@KeysSchools.com>
Sent: Thursday, October 28, 2021 3:02 PM
To: Seeds, Cathy <Cathy.Seeds@fldoe.org>
Cc: Lauralee Shapiro <lauralee.shapiro@conferencedirect.com>
Subject: [EXTERNAL] Re: FADIMA CONFERENCE 2021

We do for 179 but they have been filling fast. Iâ€™m including our liaison Lauralee to see what options we have.

On Oct 28, 2021, at 2:00 PM, Seeds, Cathy <Cathy.Seeds@fldoe.org> wrote:

ï»¿

Does FADIMA have a block rate for rooms? I am still trying to get travel approved.

Cathy Seeds
Director, Library Media & Instructional Materials
Bureau of Standards & Instructional Support
Florida Department of Education

DOE Logo

From: Kristen Condella <Kristen.Condella@KeysSchools.com>
Sent: Friday, October 15, 2021 8:45 AM
To: aburns@follett.com; amychism@fsbd.com; andrea.neff@cengage.com; Andy Bitner <abitner@bfwpub.com>; barbarajohnson@fsbd.com; beth.napier@mackin.com; billpurtell@fsbd.com; carloa@nearpod.com;

carrena.nunezl@newsela.com; carymacrae@fsbd.com; cathy.mcmillan@pearson.com; chandley@masteryeducation.com; chris.shaw@pearson.com; Cindy Rabinowitz <crabinowitz@bfpwpub.com>; cristal.doherty@learninga-z.com; damitchell@follett.com; danasmith@fsbd.com; Daniel Gammage <Daniel_Gammage@Discovery.com>; davismacrae@fsbd.com; Denise.Kessler@hnhco.com; Don Bascle <dbascle@carnegielearning.com>; Dori Jones <dori@edgems.com>; Emese Novak <EMESE@safarimontage.com>; Emily Winston <ewinston@larsontexts.com>; Eric Jones <eric@edgems.com>; gcabo@follett.com; gwen.richards@cengage.com; Jackiel@LearningList.com; Jean Correll <jean.correll@achieve3000.com>; Jeff Rutter <jrutter@amplify.com>; jeffregor@fsbd.com; Jennifer.Leggio@hnhco.com; jenniferh@nearpod.com; jenniferodonnell@fsbd.com; Jolynn Bernard <bernard@collaborativeclassroom.org>; judygassett@fsbd.com; Kara Miller <kara.miller@macmillan.com>; kbahouth@follett.com; keilahgates@fsbd.com; kelly.keene@mheducation.com; kkibler@follett.com; Kurt Fichtman <kfichtman@edcredible.com>; kweav1960@att.net; Lauren Rose <rose@bfpwpub.com>; Lea Perkinson <leah@eecvt.com>; mailto:sales@textbookwarehouse.com; sales@textbookwarehouse.com; markalsdorf@gmail.com; Mary Russick <mrussick@benchmarkeducation.com>; mary.devore@hnhco.com; maureen.miller@learninga-z.com; melissa.hancock@cengage.com; Michelle.Gordon@hnhco.com; Natalie.OLoughlin@greatminds.org; nationalexhibits@perfectionlearning.com; paige.dirscherl@newsela.com; Rachel.Powers-Scanga@mheducation.com; Rob Selvaggi <rselvaggi@cainc.com>; robinfields@fsbd.com; Ronda Baggett <rbaggett@amplify.com>; rstratton@safarimontage.com; Scott Weller <scott@ttweb.com>; Stephanie Seemann <sseemann@benchmarkeducation.com>; steve.olson@pearson.com; terra.chapek@learninga-z.com; thecoales@flrep.com; thecoales@follett.com; Tiffany.Alewel@greatminds.org; tluxemburg@follett.com; wmagill@masteryeducation.com; 'Bay - Linda Griner' <grinelg@bay.k12.fl.us>; 'Broward - Delania Moncrief' <Delania.moncrief@browardschools.com>; 'Broward - Martina Blanco' <Martina.Blanco@browardschools.com>; Taylor, Tracie <tracie.taylor@calhounflschools.org>; 'cathy.seeds@fldoe.org'; 'Citrus - Scott Hebert' <HebertS@citruschools.org>; Johnson, Cynthia L. <cynthia.johnson@myoneclay.net>; cllyattr@nefec.org; Collier - Julie Lorenzo <lorenzju@collierschools.com>; Darrick Buettner* - Citrus <buettnerd@citruschools.org>; 'Erica Jackson' <Erica.Jackson@stjohns.k12.fl.us>; erin.grove@stjohns.k12.fl.us; 'Escambia - Michelle White' <mwhite5@escambia.k12.fl.us>; fhoward@pasco.k12.fl.us; Flanagan, Ann <flanagana@okaloosaschools.com>; 'Florida Instructional Materials Center for the Visually Handicapped - Elizabeth Anderso' <eanderson@fimcvi.org>; Francesca Howard <fhoweard@pasco.k12.fl.us>; Johnson, Rene' <johnsonr2@citruschools.org>; Kay Ratzlaff* <kay.ratzlaff@sdhc.k12.fl.us>; Kim Dixon <Kim.Dixon@stjohns.k12.fl.us>; Kristen Condella <Kristen.Condella@KeysSchools.com>; 'Lake -Dr. Loretta Faith Harris' <HarrisL2@lake.k12.fl.us>; 'Lee - Karen Babor' <KarenABa@leeschools.net>; Lisa Gibson* <gibsolo@bay.k12.fl.us>; mailto:fhoward@pasco.k12.fl.us <fhoward@pasco.k12.fl.us>; mailto:jleach@franklincountyschools.org <jleach@franklincountyschools.org>; 'Marcus J. Brown' <Marcus.Brown@stjohns.k12.fl.us>; 'Marion - Jennifer Leeds' <Jennifer.Leeds@marion.k12.fl.us>; Blount, Shannon <blounts@martin.k12.fl.us>; Dibias, Michelle M. <dibiasm@duvalschools.org>; millert@martinschools.org; Moffitt, Deborah <Deborah.Moffitt@sumter.k12.fl.us>; monaghanml@gm.sbac.edu; nelsonj@manateeschools.net; 'Okaloosa - Ann Flanagan' <flanagana@okaloosaschools.com>; McCoy, Pat <mccoy@okee.k12.fl.us>; 'Orange - Allison Kibbey' <Allison.Kibbey@ocps.net>; 'Orange - Thomas Chang' <Thomas.Chang@ocps.net>; 'Osceola - JoAnn Johnson' <joann.johnson@osceolaschools.net>; Palm Beach - Nolan Rowell <nolan.rowell@palmbeachschools.org>; 'Pasco - Tonia Shook' <tshook@pasco.k12.fl.us>; 'Pasco - Jennifer Niles' <jatkinso@pasco.k12.fl.us>; paulgilbertson@myoneclay.net; Pinellas - Meghan Frye <fryem@pcsb.org>; rossano-arnolda@nefec.org; 'Sarasota - Rob Manoogian' <rob.manoogian@sarasotacountyschools.net>; 'Seminole - Maureen Scanlan' <scanlamz@scps.k12.fl.us>; sfretts <syfretts@leonschools.net>; 'Smith, Kristine T.' <ktsmith@volusia.k12.fl.us>; 'St. Lucie - Amabel Morales' <Amabel.morales@stlucieschools.org>; 'St. Lucie - Paul Reif' <paul.reif@stlucieschools.org>; sumptrw@bay.k12.fl.us; Susan Walden* <waldens@leonschools.net>; Gannon, Susan T. <susan.gannon@myoneclay.net>; syfretts@leonschools.net; Tara Pearcy* <pearcyt@citruschools.org>; Kahler, Trish <kahlerp@citruschools.org>; 'Valentina Pasaron' <vpasaron1@dadeschools.net>; Vicki Cornman <vicki.cornman@palmbeachschools.org>; Sandgren, Lori <lori.sandgren@wcsb.us>
Cc: Jessica Janasiewicz <jessica@rutledge-ecenia.com>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: FADIMA CONFERENCE 2021

Hello Members! We are excited about the upcoming FADIMA Conference for 2021! In final preparations, please make sure you have registered via our website at www.FADIMA.net and secured your hotel room. The Hotel must be booked by October 25th to confirm the rate and rooms are going fast!!

Attached is the agenda for your records. We look forward to a great conference and seeing everyone soon.

Kristen A Condella

Monroe County School District

[Coordinator of Instructional Materials and Technology Integration](#)

[Virtual School Administrator](#) [AVID District Director](#) [FADIMA President 2021](#)

305-293-1400 x 53408 kristen.condella@keysschools.com

From: Seeds, Cathy <Cathy> on behalf of Seeds, Cathy <Seeds, Cathy>
Sent: Monday, November 01, 2021 8:50 AM EDT
To: Lauralee Shapiro
Subject: RE: [EXTERNAL] Re: FADIMA CONFERENCE 2021
Attachment(s): "image001.png", "image002.png", "image003.png", "image004.png", "image005.png", "image006.png"

Thank you!

Cathy Seeds
Director, Library Media & Instructional Materials
Bureau of Standards & Instructional Support
Florida Department of Education

DOE Logo

From: Lauralee Shapiro <lauralee.shapiro@conferencedirect.com>
Sent: Friday, October 29, 2021 3:37 PM
To: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Kristen Condella <Kristen.Condella@KeysSchools.com>
Cc: Lauralee Shapiro <lauralee.shapiro@conferencedirect.com>
Subject: RE: [EXTERNAL] Re: FADIMA CONFERENCE 2021

Cathy,

The room is booked at the group rate of \$179.00

Confirmation#: 81876452.

Please be sure to contact the hotel to cancel if you are not approved to attend.

Best,

Lauralee

Lauralee Shapiro, CMP, CDS, CIS
Global Account Executive



Phone (407) 405-0138
Email: Lauralee.Shapiro@conferencedirect.com
[Meet Lauralee Shapiro CMP](#)

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MPI SES - Chair of Education 2021
Member of Greater Orlando Area MPI, Director of Chapter Collaboration 2021-2022
Member of SITE Florida & The Caribbean Chapter, VP of Events 2021-2022
Proud Rotarian since 2017

From: Seeds, Cathy <Cathy.Seeds@fldoe.org>
Sent: Thursday, October 28, 2021 4:19 PM
To: Lauralee Shapiro <lauralee.shapiro@conferencedirect.com>; Kristen Condella <Kristen.Condella@KeysSchools.com>
Subject: RE: [EXTERNAL] Re: FADIMA CONFERENCE 2021

If you could, that would be great!

I have been able to attend and present each year in the past so I anticipate that it will get approved. If for some reason it does not, I will know soon and will be sure to let you know as well.

Cathy Seeds
Director, Library Media & Instructional Materials

DOE Logo

From: Lauralee Shapiro <lauralee.shapiro@conferencedirect.com>
Sent: Thursday, October 28, 2021 4:17 PM
To: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Kristen Condella <Kristen.Condella@KeysSchools.com>
Cc: Lauralee Shapiro <lauralee.shapiro@conferencedirect.com>
Subject: RE: [EXTERNAL] Re: FADIMA CONFERENCE 2021

Cathy,

They are almost sold out. Do you want me to go ahead and book the room for you now? If you don't get approved, we can always cancel.

Best,

Lauralee Shapiro

Lauralee Shapiro, CMP, CDS, CIS
Global Account Executive



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From: Seeds, Cathy <Cathy.Seeds@fldoe.org>
Sent: Thursday, October 28, 2021 4:13 PM
To: Lauralee Shapiro <lauralee.shapiro@conferencedirect.com>; Kristen Condella <Kristen.Condella@KeysSchools.com>
Subject: RE: [EXTERNAL] Re: FADIMA CONFERENCE 2021

Ok, thanks. I will let you know. I have put in for approval with the rate of \$179 and justification for trip.

It will be for me for 1 night, Wed, Nov 17, with check-out on Nov 18.

Cathy Seeds
Director, Library Media & Instructional Materials
Bureau of Standards & Instructional Support
Florida Department of Education

DOE Logo

From: Lauralee Shapiro <lauralee.shapiro@conferencedirect.com>
Sent: Thursday, October 28, 2021 4:04 PM
To: Kristen Condella <Kristen.Condella@KeysSchools.com>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Cc: Lauralee Shapiro <lauralee.shapiro@conferencedirect.com>
Subject: RE: [EXTERNAL] Re: FADIMA CONFERENCE 2021

Once approved, please email your needs and I will see what is available. I will need first / last name, arrival / departure date.

Best,

Lauralee Shapiro

Lauralee Shapiro, CMP, CDS, CIS
Global Account Executive



Phone (407) 405-0138

Email: Lauralee.Shapiro@conferencedirect.com

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From: Kristen Condella <Kristen.Condella@KeysSchools.com>

Sent: Thursday, October 28, 2021 3:02 PM

To: Seeds, Cathy <Cathy.Seeds@fldoe.org>

Cc: Lauralee Shapiro <lauralee.shapiro@conferencedirect.com>

Subject: [EXTERNAL] Re: FADIMA CONFERENCE 2021

We do for 179 but they have been filling fast. I am including our liaison Lauralee to see what options we have.

On Oct 28, 2021, at 2:00 PM, Seeds, Cathy <Cathy.Seeds@fldoe.org> wrote:

»

Does FADIMA have a block rate for rooms? I am still trying to get travel approved.

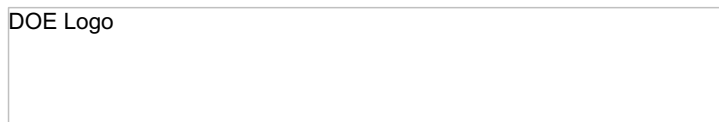
Cathy Seeds

Director, Library Media & Instructional Materials

Bureau of Standards & Instructional Support

Florida Department of Education

DOE Logo



From: Kristen Condella <Kristen.Condella@KeysSchools.com>

Sent: Friday, October 15, 2021 8:45 AM

To: aburns@follett.com; amychism@fsbd.com; andrea.neff@cengage.com; Andy Bitner <abitner@bfpwpub.com>; barbarajohnson@fsbd.com; beth.napier@mackin.com; billpurtell@fsbd.com; carloa@nearpod.com; carrena.nunezl@newsela.com; carymacrae@fsbd.com; cathy.mcmillan@pearson.com; chandley@masteryeducation.com; chris.shaw@pearson.com; Cindy Rabinowitz <crabinowitz@bfpwpub.com>; cristal.doherty@learninga-z.com; damitchell@follett.com; danasmith@fsbd.com; Daniel Gammage <Daniel.Gammage@Discovery.com>; davismacrae@fsbd.com; Denise.Kessler@hnhco.com; Don Bascle <dbascle@carnegielearning.com>; Dori Jones <dori@edgems.com>; Emese Novak <EMESE@safarimontage.com>; Emily Winston <ewinston@larsontexts.com>; Eric Jones <eric@edgems.com>; gcabo@follett.com; gwen.richards@cengage.com; JackieL@LearningList.com; Jean Correll <jean.correll@achieve3000.com>; Jeff Rutter <jrutter@amplify.com>; jeffregor@fsbd.com; Jennifer.Leggio@hnhco.com; jenniferh@nearpod.com; jenniferodonnell@fsbd.com; Jolynn Bernard <bernard@collaborativeclassroom.org>; judygassett@fsbd.com; Kara Miller <kara.miller@macmillan.com>; kbahouth@follett.com; keilahgates@fsbd.com; kelly.keene@mheducation.com; kkibler@follett.com; Kurt Fichtman <kfichtman@edcredible.com>; kweav1960@att.net; Lauren Rose <lrose@bfpwpub.com>; Lea Perkinson <leah@eecvt.com>; mailto:sales@textbookwarehouse.com <sales@textbookwarehouse.com>; markalsdorf@gmail.com; Mary Russick <mrussick@benchmarkeducation.com>; mary.devore@hnhco.com; maureen.miller@learninga-z.com; melissa.hancock@cengage.com; Michelle.Gordon@hnhco.com; Natalie.OLoughlin@greatminds.org; nationalexhibits@perfectionlearning.com;

paige.dirscherl@newsela.com; Rachel.Powers-Scanga@mheducation.com; Rob Selvaggi <rselvaggi@cainc.com>; robinfields@fsbd.com; Ronda Baggett <rbaggett@amplify.com>; rstratton@safarimontage.com; Scott Weller <scott@ttaweb.com>; Stephanie Seemann <sseemann@benchmarkededucation.com>; steve.olson@pearson.com; terra.chapek@learninga-z.com; thecoless@flrep.com; thecoless@follett.com; Tiffany.Alewell@greatminds.org; tluxemburg@follett.com; wmagill@masteryeducation.com; 'Bay - Linda Griner' <grinelg@bay.k12.fl.us>; 'Broward - Delania Moncrief' <Delania.moncrief@browardschools.com>; 'Broward - Martina Blanco' <Martina.Blanco@browardschools.com>; Taylor, Tracie <tracie.taylor@calhounflschools.org>; 'cathy.seeds@fldoe.org'; 'Citrus - Scott Hebert' <HebertS@citruschools.org>; Johnson, Cynthia L. <cynthia.johnson@myoneclay.net>; clyattr@nec.org; Collier - Julie Lorenzo <lorenzju@collierschools.com>; Darrick Buettner* - Citrus <buettnerd@citruschools.org>; 'Erica Jackson' <Erica.Jackson@stjohns.k12.fl.us>; erin.grove@stjohns.k12.fl.us; 'Escambia - Michelle White' <mwhite5@escambia.k12.fl.us>; fhoward@pasco.k12.fl.us; Flanagan, Ann <flanagana@okaloosaschools.com>; 'Florida Instructional Materials Center for the Visually Handicapped - Elizabeth Anderson' <eanderson@fimcvi.org>; Francesca Howard <fhoward@pasco.k12.fl.us>; Johnson, Rene' <johnsonr2@citruschools.org>; Kay Ratzlaff* <kay.ratzlaff@sdhc.k12.fl.us>; Kim Dixon <Kim.Dixon@stjohns.k12.fl.us>; Kristen Condella <Kristen.Condella@KeysSchools.com>; 'Lake -Dr. Loretta Faith Harris' <HarrisL2@lake.k12.fl.us>; 'Lee - Karen Babor' <KarenABA@leeschools.net>; Lisa Gibson* <gibsolo@bay.k12.fl.us>; mailto:fhoward@pasco.k12.fl.us <fhoward@pasco.k12.fl.us>; mailto:jleach@franklincountyschools.org <jleach@franklincountyschools.org>; 'Marcus J. Brown' <Marcus.Brown@stjohns.k12.fl.us>; 'Marion - Jennifer Leeds' <Jennifer.Leeds@marion.k12.fl.us>; Blount, Shannon <blounts@martin.k12.fl.us>; Dibias, Michelle M. <dibiasm@duvalschools.org>; millert@martinschools.org; Moffitt, Deborah <Deborah.Moffitt@sumter.k12.fl.us>; monaghanml@gm.sbac.edu; nelsonj@manateeschools.net; 'Okaloosa - Ann Flanagan' <flanagana@okaloosaschools.com>; McCoy, Pat <mccoyp@okee.k12.fl.us>; 'Orange - Allison Kibbey' <Allison.Kibbey@ocps.net>; 'Orange - Thomas Chang' <Thomas.Chang@ocps.net>; 'Osceola - JoAnn Johnson' <joann.johnson@osceolaschools.net>; Palm Beach - Nolan Rowell <nolan.rowell@palmbeachschools.org>; 'Pasco - Tonia Shook' <tshook@pasco.k12.fl.us>; 'Pasco - Jennifer Niles' <jatkinso@pasco.k12.fl.us>; paulgilbertson@myoneclay.net; Pinellas - Meghan Frye <mfryem@pcsb.org>; rossano-arnolda@nec.org; 'Sarasota - Rob Manoogian' <rob.manoogian@sarasotacountyschools.net>; 'Seminole - Maureen Scanlan' <scanlamz@scps.k12.fl.us>; sfretts <syfretts@leonschools.net>; 'Smith, Kristine T.' <ktsmith@volusia.k12.fl.us>; 'St. Lucie - Amabel Morales' <Amabel.morales@stlucieschools.org>; 'St. Lucie - Paul Reif' <paul.reif@stlucieschools.org>; sumptrw@bay.k12.fl.us; Susan Walden* <waldens@leonschools.net>; Gannon, Susan T. <susan.gannon@myoneclay.net>; syfretts@leonschools.net; Tara Pearcy* <pearcyt@citruschools.org>; Kahler, Trish <kahlerp@citruschools.org>; 'Valentina Pasaron' <vpasaron1@dadeschools.net>; Vicki Cornman <vicki.cornman@palmbeachschools.org>; Sandgren, Lori <lori.sandgren@wcsb.us>
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Attachment(s): "image002.png", "image003.png", "image004.png", "image005.png", "image006.png", "image007.png"
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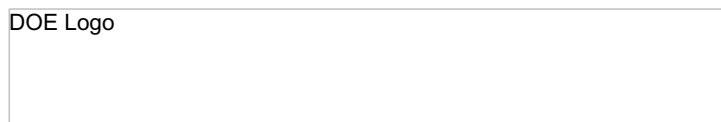
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From: Kristen Condella <Kristen.Condella@KeysSchools.com>

Sent: Friday, October 15, 2021 8:45 AM

To: aburns@follett.com; amychism@fsbd.com; andrea.neff@cengage.com; Andy Bitner <abitner@bfpwpub.com>; barbarajohnson@fsbd.com; beth.napier@mackin.com; billpurtell@fsbd.com; carloa@nearpod.com; carrena.nunez@newsela.com; carymacrae@fsbd.com; cathy.mcmillan@pearson.com; chandley@masteryeducation.com; chris.shaw@pearson.com; Cindy Rabinowitz <crabinowitz@bfpwpub.com>; cristal.doherty@learninga-z.com; damitchell@follett.com; danasmith@fsbd.com; Daniel Gammage <Daniel_Gammage@Discovery.com>; davismacrae@fsbd.com; Denise.Kessler@hnhco.com; Don Bascle <dbasacle@carnegielearning.com>; Dori Jones <dori@edgems.com>; Emese Novak <EMESE@safarimontage.com>; Emily Winston <ewinston@larsontexts.com>; Eric Jones <eric@edgems.com>; gcabo@follett.com; gwen.richards@cengage.com; Jackiel.L@LearningList.com; Jean Correll <jean.correll@achieve3000.com>; Jeff Rutter <jrutter@amplify.com>; jeffregor@fsbd.com; Jennifer.Leggio@hnhco.com; jenniferh@nearpod.com; jenniferodonnell@fsbd.com; Jolynn Bernard <jbernard@collaborativeclassroom.org>; judygassett@fsbd.com; Kara Miller <kara.miller@macmillan.com>; kbahouth@follett.com; keilahgates@fsbd.com; kelly.keene@mheducation.com; kkibler@follett.com; Kurt Fichtman <kfichtman@edcredible.com>; kweav1960@att.net; Lauren Rose <lrose@bfpwpub.com>; Lea Perkinson <leah@eecvt.com>; mailto:sales@textbookwarehouse.com <sales@textbookwarehouse.com>; markalsdorf@gmail.com; Mary Russick <mrussick@benchmarkeducation.com>; mary.devore@hnhco.com; maureen.miller@learninga-z.com; melissa.hancock@cengage.com; Michelle.Gordon@hnhco.com; Natalie.OLoughlin@greatminds.org; nationalexhibits@perfectionlearning.com; paige.dirscherl@newsela.com; Rachel.Powers-Scanga@mheducation.com; Rob Selvaggi <rselvaggi@cainc.com>; robinfields@fsbd.com; Ronda Baggett <rbaggett@amplify.com>; rstratton@safarimontage.com; Scott Weller <scott@ttweb.com>; Stephanie Seemann <sseemann@benchmarkeducation.com>; steve.olson@pearson.com; terra.chapek@learninga-z.com; thecoles@flrep.com; thecoles@follett.com; Tiffany.Alewell@greatminds.org; tluxemburg@follett.com; wmagill@masteryeducation.com; 'Bay - Linda Griner' <grinelg@bay.k12.fl.us>; 'Broward - Delania Moncrief' <Delania.moncrief@browardschools.com>; 'Broward - Martina Blanco' <Martina.Blanco@browardschools.com>; Taylor, Tracie <tracie.taylor@calhounflschools.org>; cathy.seeds@fldoe.org; 'Citrus - Scott Hebert' <HebertS@citruschools.org>; Johnson, Cynthia L. <cynthia.johnson@myoneclay.net>;

clyattr@nefec.org; Collier - Julie Lorenzo <lorenzju@collierschools.com>; Darrick Buettner* - Citrus <buettnerd@citruschools.org>; 'Erica Jackson' <Erica.Jackson@stjohns.k12.fl.us>; erin.grove@stjohns.k12.fl.us; 'Escambia - Michelle White' <mwhite5@escambia.k12.fl.us>; fhoward@pasco.k12.fl.us; Flanagan, Ann <flanagana@okaloosaschools.com>; 'Florida Instructional Materials Center for the Visually Handicapped - Elizabeth Anderso' <eanderson@fimcvi.org>; Francesca Howard <fhoward@pasco.k12.fl.us>; Johnson, Rene' <johnsonr2@citruschools.org>; Kay Ratzlaff* <kay.ratzlaff@sdhc.k12.fl.us>; Kim Dixon <Kim.Dixon@stjohns.k12.fl.us>; Kristen Condella <Kristen.Condella@KeysSchools.com>; 'Lake -Dr. Loretta Faith Harris' <HarrisL2@lake.k12.fl.us>; 'Lee - Karen Babor' <KarenABa@leeschools.net>; Lisa Gibson* <gibsolo@bay.k12.fl.us>; <mailto:fhoward@pasco.k12.fl.us> <fhoward@pasco.k12.fl.us>; <mailto:jleach@franklincountyschools.org> <jleach@franklincountyschools.org>; 'Marcus J. Brown' <Marcus.Brown@stjohns.k12.fl.us>; 'Marion - Jennifer Leeds' <Jennifer.Leeds@marion.k12.fl.us>; Blount, Shannon <blounts@martin.k12.fl.us>; Dibias, Michelle M. <dibiasm@duvalschools.org>; miller@martinschools.org; Moffitt, Deborah <Deborah.Moffitt@sumter.k12.fl.us>; monaghanml@gm.sbac.edu; nelsonj@manateeschools.net; 'Okaloosa - Ann Flanagan' <flanagana@okaloosaschools.com>; McCoy, Pat <mccoyp@okee.k12.fl.us>; 'Orange - Allison Kibbey' <Allison.Kibbey@ocps.net>; 'Orange - Thomas Chang' <Thomas.Chang@ocps.net>; 'Osceola - JoAnn Johnson' <joann.johnson@osceolaschools.net>; Palm Beach - Nolan Rowell <nolan.rowell@palmbeachschools.org>; 'Pasco - Tonia Shook' <tshook@pasco.k12.fl.us>; 'Pasco - Jennifer Niles' <jatkinso@pasco.k12.fl.us>; paulgilbertson@myoneclay.net; Pinellas - Meghan Frye <fryem@pcsb.org>; rossano-arnolda@nefec.org; 'Sarasota - Rob Manoogian' <rob.manoogian@sarasotacountyschools.net>; 'Seminole - Maureen Scanlan' <scanlamz@scps.k12.fl.us>; sfretts <syfretts@leonschools.net>; 'Smith, Kristine T.' <ktsmith@volusia.k12.fl.us>; 'St. Lucie - Amabel Morales' <Amabel.morales@stluciaschools.org>; 'St. Lucie - Paul Reif' <paul.reif@stlucieschools.org>; sumptrw@bay.k12.fl.us; Susan Walden* <waldens@leonschools.net>; Gannon, Susan T. <susan.gannon@myoneclay.net>; syfretts@leonschools.net; Tara Pearcy* <pearcyt@citruschools.org>; Kahler, Trish <kahlerp@citruschools.org>; 'Valentina Pasaron' <vpasaron1@dadeschools.net>; Vicki Corman <vicki.corman@palmbeachschools.org>; Sandgren, Lori <lori.sandgren@wcsb.us>
Cc: Jessica Janasiewicz <jessica@rutledge-ecenia.com>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: FADIMA CONFERENCE 2021

Hello Members! We are excited about the upcoming FADIMA Conference for 2021! In final preparations, please make sure you have registered via our website at www.FADIMA.net and secured your hotel room. The Hotel must be booked by October 25th to confirm the rate and rooms are going fast!!

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Kristen A Condella

Monroe County School District

[Coordinator of Instructional Materials and Technology Integration](#)
[Virtual School Administrator](#) [AVID District Director](#) [FADIMA President 2021](#)
305-293-1400 x 53408 kristen.condella@keysschools.com

From: Seeds, Cathy <Cathy> on behalf of Seeds, Cathy <Seeds, Cathy>
Sent: Thursday, October 28, 2021 4:13 PM EDT
To: Lauralee Shapiro; Kristen Condella
Subject: RE: [EXTERNAL] Re: FADIMA CONFERENCE 2021
Attachment(s): "image001.png", "image002.png", "image003.png", "image004.png", "image005.png", "image006.png"

Ok, thanks. I will let you know. I have put in for approval with the rate of \$179 and justification for trip.

It will be for me for 1 night, Wed, Nov 17, with check-out on Nov 18.

Cathy Seeds
Director, Library Media & Instructional Materials
Bureau of Standards & Instructional Support
Florida Department of Education

DOE Logo

From: Lauralee Shapiro <lauralee.shapiro@conferencedirect.com>
Sent: Thursday, October 28, 2021 4:04 PM
To: Kristen Condella <Kristen.Condella@KeysSchools.com>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Cc: Lauralee Shapiro <lauralee.shapiro@conferencedirect.com>
Subject: RE: [EXTERNAL] Re: FADIMA CONFERENCE 2021

Cathy,

Once approved, please email your needs and I will see what is available. I will need first / last name, arrival / departure date.

Best,

Lauralee Shapiro

Lauralee Shapiro, CMP, CDS, CIS
Global Account Executive



Phone (407) 405-0138
Email: Lauralee.Shapiro@conferencedirect.com
[Meet Lauralee Shapiro CMP](#)

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Cc: Lauralee Shapiro <lauralee.shapiro@conferencedirect.com>
Subject: [EXTERNAL] Re: FADIMA CONFERENCE 2021

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¿
Does FADIMA have a block rate for rooms? I am still trying to get travel approved.

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DOE Logo

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Sent: Friday, October 15, 2021 8:45 AM
To: aburns@follett.com; amychism@fsbd.com; andrea.neff@cengage.com; Andy Bitner <abitner@bfwpub.com>; barbarajohnson@fsbd.com; beth.napier@mackin.com; billpurtell@fsbd.com; carloa@nearpod.com; carrena.nunezl@newsela.com; carymacrae@fsbd.com; cathy.mcmillan@pearson.com; chandley@masteryeducation.com; chris.shaw@pearson.com; Cindy Rabinowitz <crabinowitz@bfwpub.com>; cristal.doherty@learninga-z.com; damitchell@follett.com; danasmith@fsbd.com; Daniel Gammage <Daniel_Gammage@Discovery.com>; davismacrae@fsbd.com; Denise Kessler <Denise.Kessler@hnhco.com>; Don Bascle <dbasacle@carnegielearning.com>; Dori Jones <dori@edgems.com>; Emese Novak <EMESE@safarimontage.com>; Emily Winston <ewinston@larsontexts.com>; Eric Jones <eric@edgems.com>; gcabo@follett.com; gwen.richards@cengage.com; Jackiel_L@LearningList.com; Jean Correll <jean.correll@achieve3000.com>; Jeff Rutter <jrutter@amplify.com>; jeffregor@fsbd.com; Jennifer.Leggio@hnhco.com; jenniferh@nearpod.com; jenniferodonnell@fsbd.com; Jolynn Bernard <bernard@collaborativeclassroom.org>; judygassett@fsbd.com; Kara Miller <kara.miller@macmillan.com>; kbahouth@follett.com; keilahgates@fsbd.com; kelly.keene@mhededucation.com; kkibler@follett.com; Kurt Fichtman <kfichtman@edcredible.com>; kweav1960@att.net; Lauren Rose <lrose@bfwpub.com>; Lea Perkinson <leah@eecvt.com>; mailto:sales@textbookwarehouse.com <sales@textbookwarehouse.com>; markalsdorf@gmail.com; Mary Russick <mrussick@benchmarkeducation.com>; mary.devore@hnhco.com; maureen.miller@learninga-z.com; melissa.hancock@cengage.com; Michelle.Gordon@hnhco.com; Natalie.OLoughlin@greatminds.org; nationalexhibits@perfectionlearning.com; paige.dirscherl@newsela.com; Rachel.Powers-Scanga@mhededucation.com; Rob Selvaggi <rselvaggi@cainc.com>; robinfields@fsbd.com; Ronda Baggett <rbaggett@amplify.com>; rstratton@safarimontage.com; Scott Weller <scott@ttaweb.com>; Stephanie Seemann <sseemann@benchmarkeducation.com>; steve.olson@pearson.com; terra.chapek@learninga-z.com; thecoales@flrep.com; thecoales@follett.com; Tiffany.Alewel@greatminds.org; tluxemburg@follett.com; wmagill@masteryeducation.com; 'Bay - Linda Griner' <grinelg@bay.k12.fl.us>; 'Broward - Delania Moncrief' <Delania.moncrief@browardschools.com>; 'Broward - Martina Blanco' <Martina.Blanco@browardschools.com>; Taylor, Tracie <tracie.taylor@calhounfilschools.org>; 'cathy.seeds@fldoe.org'; 'Citrus - Scott Hebert' <HebertS@citruschools.org>; Johnson, Cynthia L. <cynthia.johnson@myoneclay.net>; cyattr@nefec.org; Collier - Julie Lorenzo <lorenzju@collierschools.com>; Darrick Buettner* - Citrus <buettnerd@citruschools.org>; 'Erica Jackson' <Erica.Jackson@stjohns.k12.fl.us>; erin.grove@stjohns.k12.fl.us; 'Escambia - Michelle White' <mwhite5@escambia.k12.fl.us>; fhoward@pasco.k12.fl.us; Flanagan, Ann <flanagana@okaloosaschools.com>; 'Florida Instructional Materials Center for the Visually Handicapped - Elizabeth Anderson' <eanderson@fimcvi.org>; Francesca Howard <fhoward@pasco.k12.fl.us>; Johnson, Rene' <johnsonr2@citruschools.org>; Kay Ratzlaff* <kay.ratzlaff@sdhc.k12.fl.us>; Kim Dixon <Kim.Dixon@stjohns.k12.fl.us>; Kristen Condella <Kristen.Condella@KeysSchools.com>; 'Lake - Dr. Loretta Faith Harris' <HarrisL2@lake.k12.fl.us>; 'Lee - Karen Babor' <KarenABa@leeschools.net>; Lisa Gibson* <gibsolo@bay.k12.fl.us>; mailto:fhoward@pasco.k12.fl.us <fhoward@pasco.k12.fl.us>; mailto:jleach@franklincountyschools.org <jleach@franklincountyschools.org>; 'Marcus J. Brown' <Marcus.Brown@stjohns.k12.fl.us>; 'Marion - Jennifer Leeds' <Jennifer.Leeds@marion.k12.fl.us>; Blount, Shannon <blounts@martin.k12.fl.us>; Dibias, Michelle M. <dibiasm@duvalschools.org>; millert@martinschools.org; Moffitt, Deborah <Deborah.Moffitt@sumter.k12.fl.us>; monaghanml@gm.sbac.edu; nelsonj@manateeschools.net; 'Okaloosa - Ann Flanagan' <flanagana@okaloosaschools.com>; McCoy, Pat <mccoyp@okee.k12.fl.us>; 'Orange - Allison Kibbey' <Allison.Kibbey@ocps.net>; 'Orange - Thomas Chang' <Thomas.Chang@ocps.net>; 'Osceola - JoAnn Johnson' <joann.johnson@osceolaschools.net>; Palm Beach - Nolan Rowell <nolan.rowell@palmbeachschools.org>; 'Pasco - Tonia Shook' <tshook@pasco.k12.fl.us>; 'Pasco - Jennifer Niles' <jatkinso@pasco.k12.fl.us>; paulgilbertson@myoneclay.net; Pinellas - Meghan Frye <frjem@pcsb.org>; rossano-arnolda@nefec.org; 'Sarasota - Rob Manoogian' <rob.manoogian@sarasotacountyschools.net>; 'Seminole - Maureen Scanlan' <scanlamz@scps.k12.fl.us>; sfretts <syfretts@leonschools.net>; 'Smith, Kristine T.' <ktsmith@volusia.k12.fl.us>; 'St. Lucie - Amabel Morales' <Amabel.morales@stlucieschools.org>; 'St. Lucie - Paul Reif' <paul.reif@stlucieschools.org>; sumptrw@bay.k12.fl.us; Susan Walden* <waldens@leonschools.net>; Gannon, Susan T. <susan.gannon@myoneclay.net>; syfretts@leonschools.net; Tara Pearcy* <pearcyt@citruschools.org>; Kahler, Trish <kahlerp@citruschools.org>; 'Valentina Pasaron' <vpasaron1@dadeschools.net>; Vicki Cornman <vicki.cornman@palmbeachschools.org>; Sandgren, Lori <lori.sandgren@wcsb.us>
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305-293-1400 x 53408 kristen.condella@keysschools.com

From: Lauralee Shapiro <lauralee.shapiro@conferencedirect.com>
Sent: Friday, October 29, 2021 3:37 PM EDT
To: Seeds, Cathy; Kristen Condella
CC: Lauralee Shapiro
Subject: RE: [EXTERNAL] Re: FADIMA CONFERENCE 2021
Attachment(s): "image002.png", "image003.png", "image004.png", "image005.png", "image006.png", "image007.png"
Cathy,

The room is booked at the group rate of \$179.00

Confirmation#: 81876452.

Please be sure to contact the hotel to cancel if you are not approved to attend.

Best,

Lauralee

Lauralee Shapiro, CMP, CDS, CIS
Global Account Executive



Phone (407) 405-0138
Email: Lauralee.Shapiro@conferencedirect.com
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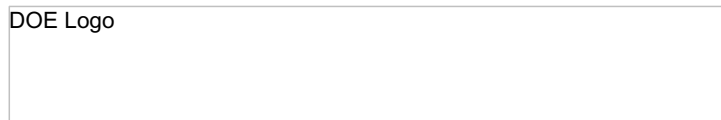
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From: Seeds, Cathy <Cathy.Seeds@fldoe.org>
Sent: Thursday, October 28, 2021 4:19 PM
To: Lauralee Shapiro <lauralee.shapiro@conferencedirect.com>; Kristen Condella <Kristen.Condella@KeysSchools.com>
Subject: RE: [EXTERNAL] Re: FADIMA CONFERENCE 2021

If you could, that would be great!

I have been able to attend and present each year in the past so I anticipate that it will get approved. If for some reason it does not, I will know soon and will be sure to let you know as well.

Cathy Seeds
Director, Library Media & Instructional Materials
Bureau of Standards & Instructional Support
Florida Department of Education



From: Lauralee Shapiro <lauralee.shapiro@conferencedirect.com>
Sent: Thursday, October 28, 2021 4:17 PM
To: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Kristen Condella <Kristen.Condella@KeysSchools.com>
Cc: Lauralee Shapiro <lauralee.shapiro@conferencedirect.com>
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Cathy,

They are almost sold out. Do you want me to go ahead and book the room for you now? If you don't get approved, we can always cancel.

Best,

Lauralee Shapiro

Lauralee Shapiro, CMP, CDS, CIS
Global Account Executive



Phone (407) 405-0138

Email: Lauralee.Shapiro@conferencedirect.com
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From: Kristen Condella <Kristen.Condella@KeysSchools.com>
Sent: Friday, October 15, 2021 8:45 AM
To: aburns@follett.com; amychism@fsbd.com; andrea.neff@cengage.com; Andy Bitner <abitner@bfwpub.com>; barbarajohnson@fsbd.com; beth.napier@mackin.com; billpurcell@fsbd.com; carloa@nearpod.com; carrena.nunez@newsela.com; carymacrae@fsbd.com; cathy.mcmillan@pearson.com; chandley@masteryeducation.com; chris.shaw@pearson.com; Cindy Rabinowitz <crabinowitz@bfwpub.com>; cristal.doherty@learninga-z.com; damitchell@follett.com; danasmith@fsbd.com; Daniel Gammage <Daniel_Gammage@Discovery.com>; davismacrae@fsbd.com; Denise.Kessler@hnhco.com; Don Bascle <dbascle@carnegielearning.com>; Dori Jones <dori@edgems.com>; Emese Novak <EMESE@safarimontage.com>; Emily Winston <ewinston@larsontexts.com>; Eric Jones <eric@edgems.com>; gcabo@follett.com; gwen.richards@cengage.com; Jackiel@LearningList.com; Jean Correll <jean.correll@achieve3000.com>; Jeff Rutter <jrutter@amplify.com>; jeffregor@fsbd.com; Jennifer.Leggio@hnhco.com; jenniferh@nearpod.com; jenniferodonnell@fsbd.com; Jolynn Bernard <bernard@collaborativeclassroom.org>; judygassett@fsbd.com; Kara Miller <kara.miller@macmillan.com>; kbahouth@follett.com; keilahgates@fsbd.com; kelly.keene@mheducation.com; kkibler@follett.com; Kurt Fichtman <kfichtman@edcredible.com>; kweav1960@att.net; Lauren Rose <lrose@bfwpub.com>; Lea Perkinson <leah@eecvt.com>; mailto:sales@textbookwarehouse.com <sales@textbookwarehouse.com>; markalsdorf@gmail.com; Mary Russick <mrussick@benchmarkeducation.com>; mary.devore@hnhco.com; maureen.miller@learninga-z.com; melissa.hancock@cengage.com; Michelle.Gordon@hnhco.com; Natalie.OLoughlin@greatminds.org; nationalexhibits@perfectionlearning.com; paige.dirscherl@newsela.com; Rachel.Powers-Scanga@mheducation.com; Rob Selvaggi <rselvaggi@cainc.com>; robinfields@fsbd.com; Ronda Baggett <rbaggett@amplify.com>; rstratton@safarimontage.com; Scott Weller <scott@ttaweb.com>; Stephanie Seemann <sseemann@benchmarkeducation.com>; steve.olson@pearson.com; terra.chapek@learninga-z.com; thecoales@flrep.com; thecoales@follett.com; Tiffany.Alewell@greatminds.org; tluxemburg@follett.com; wmagill@masteryeducation.com; 'Bay - Linda Griner' <grinelg@bay.k12.fl.us>; 'Broward - Delania Moncrief' <Delania.moncrief@browardschools.com>; 'Broward - Martina Blanco' <Martina.Blanco@browardschools.com>; Taylor, Tracie <tracie.taylor@calhounflschools.org>; 'cathy.seeds@fldoe.org'; 'Citrus - Scott Hebert' <HebertS@citruschools.org>; Johnson, Cynthia L. <cynthia.johnson@myoneclay.net>; clvatr@nefec.org; Collier - Julie Lorenzo <lorenzju@collierschools.com>; Darrick Buettner* - Citrus <buettnerd@citruschools.org>; 'Erica Jackson' <Erica.Jackson@stjohns.k12.fl.us>; erin.grove@stjohns.k12.fl.us; 'Escambia - Michelle White' <mwhite5@escambia.k12.fl.us>; fhoward@pasco.k12.fl.us; Flanagan, Ann <flanagan@okaloosaschools.com>; 'Florida Instructional Materials Center for the Visually Handicapped - Elizabeth Anderso' <eanderson@fimcvi.org>; Francesca Howard <fhoward@pasco.k12.fl.us>; Johnson, Rene' <johnsonr2@citruschools.org>; Kay Ratzlaff* <kay.ratzlaff@sdhc.k12.fl.us>; Kim Dixon <Kim.Dixon@stjohns.k12.fl.us>; Kristen Condella <Kristen.Condella@KeysSchools.com>; 'Lake -Dr. Loretta Faith Harris' <HarrisL2@lake.k12.fl.us>; 'Lee - Karen Babor' <KarenABa@leeschools.net>; Lisa Gibson* <gibsolo@bay.k12.fl.us>; mailto:fhoward@pasco.k12.fl.us <fhoward@pasco.k12.fl.us>; mailto:jleach@franklincountyschools.org <jleach@franklincountyschools.org>; 'Marcus J. Brown' <Marcus.Brown@stjohns.k12.fl.us>; 'Marion - Jennifer Leeds' <Jennifer.Leeds@marion.k12.fl.us>; Blount, Shannon <blounts@martin.k12.fl.us>; Dibias, Michelle M. <dibiasm@duvalschools.org>; millert@martinschools.org

Moffitt, Deborah <Deborah.Moffitt@sumter.k12.fl.us>; monaghanml@gm.sbac.edu; nelsonj@manateeschools.net; 'Okaloosa - Ann Flanagan' <flanagana@okaloosaschools.com>; McCoy, Pat <mccoyp@okee.k12.fl.us>; 'Orange - Allison Kibbey' <Allison.Kibbey@ocps.net>; 'Orange - Thomas Chang' <Thomas.Chang@ocps.net>; 'Osceola - JoAnn Johnson' <joann.johnson@osceolaschools.net>; Palm Beach - Nolan Rowell <nolan.rowell@palmbeachschools.org>; 'Pasco - Tonia Shook' <tshook@pasco.k12.fl.us>; 'Pasco - Jennifer Niles' <jatkinso@pasco.k12.fl.us>; paulgilbertson@myoneclay.net; Pinellas - Meghan Frye <fryem@pcsb.org>; rossano-arnolda@nefec.org; 'Sarasota - Rob Manoogian' <rob.manoogian@sarasotacountyschools.net>; 'Seminole - Maureen Scanlan' <scanlamz@scps.k12.fl.us>; sfretts <syfretts@leonschools.net>; 'Smith, Kristine T.' <ktsmith@volusia.k12.fl.us>; 'St. Lucie - Amabel Morales' <Amabel.morales@stlucieschools.org>; 'St. Lucie - Paul Reif' <paul.reif@stlucieschools.org>; sumptrw@bay.k12.fl.us; Susan Walden* <waldens@leonschools.net>; Gannon, Susan T. <susan.gannon@myoneclay.net>; syfretts@leonschools.net; Tara Pearcy* <pearcyt@citruschools.org>; Kahler, Trish <kahlerp@citruschools.org>; 'Valentina Pasaron' <vpasaron1@dadeschools.net>; Vicki Cornman <vicki.cornman@palmbeachschools.org>; Sandgren, Lori <lori.sandgren@wcsb.us>
Cc: Jessica Janasiewicz <jessica@rutledge-ecenia.com>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: FADIMA CONFERENCE 2021

Hello Members! We are excited about the upcoming FADIMA Conference for 2021! In final preparations, please make sure you have registered via our website at www.FADIMA.net and secured your hotel room. The Hotel must be booked by October 25th to confirm the rate and rooms are going fast!!

Attached is the agenda for your records. We look forward to a great conference and seeing everyone soon.

Kristen A Condella

Monroe County School District

[Coordinator of Instructional Materials and Technology Integration](#)
[Virtual School Administrator](#) [AVID District Director](#) [FADIMA President 2021](#)
305-293-1400 x 53408 kristen.condella@keysschools.com

From: Lauralee Shapiro <lauralee.shapiro@conferencedirect.com>
Sent: Thursday, October 28, 2021 4:04 PM EDT
To: Kristen Condella; Seeds, Cathy
CC: Lauralee Shapiro
Subject: RE: [EXTERNAL] Re: FADIMA CONFERENCE 2021
Attachment(s): "image002.png", "image003.png", "image004.png", "image005.png", "image006.png", "image007.png"
Cathy,

Once approved, please email your needs and I will see what is available. I will need first / last name, arrival / departure date.

Best,

Lauralee Shapiro

Lauralee Shapiro, CMP, CDS, CIS
Global Account Executive



Phone (407) 405-0138
Email: Lauralee.Shapiro@conferencedirect.com
[Meet Lauralee Shapiro CMP](#)

2021 Recipient of "Connect Association 15 over 50
MPI SES - Chair of Education 2021
Member of Greater Orlando Area MPI, Director of Chapter Collaboration 2021-2022
Member of SITE Florida & The Caribbean Chapter, VP of Events 2021-2022
Proud Rotarian since 2017

From: Kristen Condella <Kristen.Condella@KeysSchools.com>
Sent: Thursday, October 28, 2021 3:02 PM
To: Seeds, Cathy <Cathy.Seeds@fldoe.org>
Cc: Lauralee Shapiro <lauralee.shapiro@conferencedirect.com>
Subject: [EXTERNAL] Re: FADIMA CONFERENCE 2021

We do for 179 but they have been filling fast. I'm including our liaison Lauralee to see what options we have.

On Oct 28, 2021, at 2:00 PM, Seeds, Cathy <Cathy.Seeds@fldoe.org> wrote:

»
Does FADIMA have a block rate for rooms? I am still trying to get travel approved.

Cathy Seeds
Director, Library Media & Instructional Materials
Bureau of Standards & Instructional Support
Florida Department of Education



From: Kristen Condella <Kristen.Condella@KeysSchools.com>
Sent: Friday, October 15, 2021 8:45 AM
To: aburns@follett.com; amychism@fsbd.com; andrea.neff@cengage.com; Andy Bitner <abitner@bfpwpub.com>; barbarajohnson@fsbd.com; beth.napier@mackin.com; billpurtell@fsbd.com; carloa@nearpod.com; carrena.nunezl@newsela.com; carymacrae@fsbd.com; cathy.mcmillan@pearson.com; chandley@masteryeducation.com; chris.shaw@pearson.com; Cindy Rabinowitz <crabinowitz@bfpwpub.com>; cristal.doherty@learninga-z.com; damitchell@follett.com; danasmith@fsbd.com; Daniel Gammage <Daniel_Gammage@Discovery.com>; davismacrae@fsbd.com; Denise.Kessler@hnhco.com; Don Bascle <dbascle@carnegielearning.com>; Dori Jones <dori@edgems.com>; Emese Novak <EMESE@safarimontage.com>; Emily Winston <ewinston@larsontexts.com>; Eric Jones <eric@edgems.com>; gcabo@follett.com;

gwen.richards@cengage.com; Jackiel@LearningList.com; Jean Correll <jean.correll@achieve3000.com>; Jeff Rutter <jrutter@amplify.com>; jeffregor@fsbd.com; Jennifer.Leggio@hnhco.com; jenniferh@nearpod.com; jenniferodonnell@fsbd.com; Jolynn Bernard <bernard@collaborativeclassroom.org>; judygassett@fsbd.com; Kara Miller <kara.miller@macmillan.com>; kbahouth@follett.com; keilahgates@fsbd.com; kelly.keene@mheducation.com; kkibler@follett.com; Kurt Fichtman <kfichtman@edcredible.com>; kweav1960@att.net; Lauren Rose <rose@bfwpub.com>; Lea Perkinson <leah@eecvt.com>; mailto:sales@textbookwarehouse.com <sales@textbookwarehouse.com>; markalsdorf@gmail.com; Mary Russick <mrussick@benchmarkeducation.com>; mary.devore@hnhco.com; maureen.miller@learninga-z.com; melissa.hancock@cengage.com; Michelle.Gordon@hnhco.com; Natalie.OLoughlin@greatminds.org; nationalexhibits@perfectionlearning.com; paige.dirscherl@newsela.com; Rachel.Powers-Scanga@mheducation.com; Rob Selvaggi <rselvaggi@cainc.com>; robinfields@fsbd.com; Ronda Baggett <rbaggett@amplify.com>; rstratton@safarimontage.com; Scott Weller <scott@ttweb.com>; Stephanie Seemann <sseemann@benchmarkeducation.com>; steve.olson@pearson.com; terra.chapek@learninga-z.com; thecoales@flrep.com; thecoales@follett.com; Tiffany.Alewell@greatminds.org; tluxemburg@follett.com; wmagill@masteryeducation.com; 'Bay - Linda Griner' <grinelg@bay.k12.fl.us>; 'Broward - Delania Moncrief' <Delania.moncrief@browardschools.com>; 'Broward - Martina Blanco' <Martina.Blanco@browardschools.com>; Taylor, Tracie <tracie.taylor@calhounflschools.org>; 'cathy.seeds@fldoe.org'; 'Citrus - Scott Hebert' <HebertS@citruschools.org>; Johnson, Cynthia L. <cynthia.johnson@myoneclay.net>; clyattr@nefec.org; Collier - Julie Lorenzo <lorenzju@collierschools.com>; Darrick Buettner* - Citrus <buettnerd@citruschools.org>; 'Erica Jackson' <Erica.Jackson@stjohns.k12.fl.us>; erin.grove@stjohns.k12.fl.us; 'Escambia - Michelle White' <mwhite5@escambia.k12.fl.us>; fhoward@pasco.k12.fl.us; Flanagan, Ann <flanagana@okaloosaschools.com>; 'Florida Instructional Materials Center for the Visually Handicapped - Elizabeth Anderso' <eanderson@fimcvi.org>; Francesca Howard <fhoweard@pasco.k12.fl.us>; Johnson, Rene' <johnsonr2@citruschools.org>; Kay Ratzlaff* <kay.ratzlaff@sdhc.k12.fl.us>; Kim Dixon <Kim.Dixon@stjohns.k12.fl.us>; Kristen Condella <Kristen.Condella@KeysSchools.com>; 'Lake -Dr. Loretta Faith Harris' <HarrisL2@lake.k12.fl.us>; 'Lee - Karen Babor' <KarenABa@leeschools.net>; Lisa Gibson* <gibsolo@bay.k12.fl.us>; mailto:fhoward@pasco.k12.fl.us <fhoward@pasco.k12.fl.us>; jleach@franklincountyschools.org <jleach@franklincountyschools.org>; 'Marcus J. Brown' <Marcus.Brown@stjohns.k12.fl.us>; 'Marion - Jennifer Leeds' <Jennifer.Leeds@marion.k12.fl.us>; Blount, Shannon <blounts@martin.k12.fl.us>; Dibias, Michelle M. <dibiasm@duvalschools.org>; millert@martinschools.org; Moffitt, Deborah <Deborah.Moffitt@sumter.k12.fl.us>; monaghanml@gm.sbac.edu; nelsonj@manateeschools.net; 'Okaloosa - Ann Flanagan' <flanagana@okaloosaschools.com>; McCoy, Pat <mccoyp@okee.k12.fl.us>; 'Orange - Allison Kibbey' <Allison.Kibbey@ocps.net>; 'Orange - Thomas Chang' <Thomas.Chang@ocps.net>; 'Osceola - JoAnn Johnson' <joann.johnson@osceolaschools.net>; Palm Beach - Nolan Rowell <nolan.rowell@palmbeachschools.org>; 'Pasco - Tonia Shook' <tshook@pasco.k12.fl.us>; 'Pasco - Jennifer Niles' <jatkinso@pasco.k12.fl.us>; paulgilbertson@myoneclay.net; Pinellas - Meghan Frye <fyrem@pcsb.org>; rossano-arnolda@nefec.org; 'Sarasota - Rob Manoogian' <rob.manoogian@sarasotacountyschools.net>; 'Seminole - Maureen Scanlan' <scanlamz@scps.k12.fl.us>; sfretts@leonschools.net; 'Smith, Kristine T.' <ktsmith@volusia.k12.fl.us>; 'St. Lucie - Amabel Morales' <Amabel.morales@stlucieschools.org>; 'St. Lucie - Paul Reif' <paul.reif@stlucieschools.org>; sumptrw@bay.k12.fl.us; Susan Walden* <waldens@leonschools.net>; Gannon, Susan T. <susan.gannon@myoneclay.net>; syfretts@leonschools.net; Tara Pearcy* <pearcyt@citruschools.org>; Kahler, Trish <kahlerp@citruschools.org>; 'Valentina Pasaron' <vpasaron1@dadeschools.net>; Vicki Cornman <vicki.cornman@palmbeachschools.org>; Sandgren, Lori <lori.sandgren@wcsb.us>
Cc: Jessica Janasiewicz <jessica@rutledge-ecenia.com>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: FADIMA CONFERENCE 2021

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Kristen A Condella

Monroe County School District

[Coordinator of Instructional Materials and Technology Integration](#)

[Virtual School Administrator](#) [AVID District Director](#) [FADIMA President 2021](#)

305-293-1400 x 53408 kristen.condella@keysschools.com

Sent: Thursday, April 21, 2022 11:40 AM EDT
To: Mark Tullis <tullismark@gmail.com> <Mark Tullis <tullismark@gmail.com>>
CC: Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia
Subject: RE: Agile Mind - Course Number 1200380 Rejection for Algebra IB
Attachment(s): "RE 21-22 Instructional Materials Mathematics State Adopted List.msg", "image001.png"

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Mark Tullis <tullismark@gmail.com>
Sent: Wednesday, April 20, 2022 3:33 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: Re: Agile Mind - Course Number 1200380 Rejection for Algebra IB

Hi Lauren,

Thank you for walking me through this process on the phone and for sending this document to me. We'll be in touch within the next few days.

Best regards,

Mark

On Wed, 20 Apr 2022 at 13:28, Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Hi Mark,

Thank you for speaking with me this afternoon regarding the appeals process. Here is the rule with more information-[28-106.201 : Initiation of Proceedings - Florida Administrative Rules, Law, Code, Register - FAC, FAR, eRulemaking \(flrules.org\)](#)

Please let me know if you have any additional questions along the way and we look forward to working with you in the near future.

Thanks again,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Mark Tullis <tullismark@gmail.com>
Sent: Tuesday, April 19, 2022 2:48 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Subject: Agile Mind - Course Number 1200380 Rejection for Algebra IB

Hi Lauren,

Thank you for publishing the list of math materials that have been approved and rejected. We understand this was a difficult process and one that ended up becoming unexpectedly controversial as well.

We know you worked hard on this review process, but we have to admit that we were dismayed to see the rejection of our submission for Algebra IB Course number 1200380. We believe there may be a misunderstanding about the way that item's coverage of standards was understood by the review committee. And therefore, we kindly request a copy of the review committee's notes for that submission in order to understand their rationale for the rejection.

We would also like to find out about the appeal process steps. Please advise.

Thanks,

Mark

--

Mark Tullis
Agile Mind Consultant
(801) 800-0049 cell

--

Mark Tullis
(801) 800-0049 cell

From: Hamilton, Lauren
Sent: Wednesday, April 20, 2022 4:26 PM EDT
To: Taylor; Lataviance L
CC: Jacobson, Lisa; Seeds, Cathy; Baumbach, Amber; Rivers1, Angelia
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List
Attachment(s): "Bid 455- Grade 1.pdf", "Bid 459-Grade 5.pdf", "Bid 465- Grade 6 Accelerated.pdf", "HMH-Appeals K-12 Mathematics Adoption.xlsx"

Hi Tavi,

Thank you so much for your inquiry. Attached is our initial findings from the review process of both standards alignment (full evaluations for materials attached) and any special topics findings. Only materials and standards that were rated at a 3-Fair or below, are of interest for the purpose of non-adoption. All findings are attached to this email and we welcome further conversation regarding these findings and ensuring all your materials are appropriate for Florida classrooms.

Also, please advise if you believe you have proprietary materials of a nature that would prevent the department from disclosing them as public records. If so, please identify the grounds for that claim.

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax



From: Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>
Sent: Monday, April 18, 2022 9:27 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Jacobson, Lisa <Lisa.Jacobson@hnhco.com>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

Good morning Lauren - HMH would like to request copies of all reviewer reports for HMH programs reviewed for this math adoption.

Thank you,
Tavi

Lataviance Taylor
Lead, Bids & Contracts Specialist
Business Desk, South Area

Houghton Mifflin Harcourt
9400 Southpark Center Loop
Orlando, FL 32819
Office: 407.345.2352
Fax: 407.352.1318
hnhco.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Friday, April 15, 2022 3:13 PM
Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: 21-22 Instructional Materials Mathematics State Adopted List

This message originated from outside your organization

If you wish to appeal any adoption decision, please see our policies and procedures document on our instructional materials website. [POLICIES AND PROCEDURES \(fldoe.org\)](http://POLICIES AND PROCEDURES (fldoe.org))

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist

Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax



From: Hamilton, Lauren
Sent: Friday, April 15, 2022 2:23 PM
Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon publishers,

The 2021-2022 Mathematics Instructional materials State Adopted list is now available on our webpage here: [2021-2022 K-12 Mathematics Adoption list \(fldoe.org\)](#)

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax



Reviewer's Name: Michelle Hoover

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: [Grade One Mathematics](#)

Bid ID: 455

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

4 - Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

Overall, the material presented is organized in a manner that provides easy and predictable usability for teachers and students. The student material provides access at majority of the benchmarks at an appropriate conceptual level for students. Earlier lessons within a concept elicit the use of models/manipulative, or provide visual aids that support learners in access the content. As students progress through out each lesson the complexity of questions increases. Students are also engaged in MTRs through purposefully placed pauses within the

text. A weakness to be aware of is over scaffolding within lessons through provided models or equation set ups. While some scaffolding may be necessary, the primary focus should be the student work and thinking, and not just filling in the blanks in the student work. The teacher material supports the learning through questioning and appropriate instructional strategies. Both resources clearly state the objectives and aligned benchmarks.

Standard	Description	Reviewer Rating	Rating Justification
MA.1.AR.1.1	Apply properties of addition to find a sum of three or more whole numbers.	5 - Very Good Alignment	Lessons on SE Pages 369-386 include representations with snap cubes and a ten frame. The numbers provided support doubles and make a ten strategies. All problems presented are within a sum of 20.
MA.1.AR.1.2	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	5 - Very Good Alignment	Multiple opportunities throughout the student work where students are provided context and must determine the operation through reasoning. For example, in Chapter 10, Lesson 6, students must interpret the context, select add or subtract and then record an number sentence to solve. Scenarios are represented with numbers, pictures and words.

MA.1.AR.2.1	Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.	4 - Good Alignment	Missed opportunities for format of $c = a + b$. Student work has no context and context examples of standard. Connections made to other models and strategies.
MA.1.AR.2.2	Determine and explain if equations involving addition or subtraction are true or false.	5 - Very Good Alignment	Items focus on true and false. There is a mix of operations being related on both sides of the question as well as opportunities for multiple addends.
MA.1.AR.2.3	Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.	4 - Good Alignment	Problem types vary according to the Situations Involving Operations with Numbers chart. There is a heavier focus on Result and Change unknown in contexts provided. Amble experiences to find missing numbers in any position in pre-written equations.
MA.1.DP.1.1	Collect data into categories and represent the results using tally marks or pictographs.	3 - Fair Alignment	Data sets do not include any examples of defining attributes of geometric figures to categorize.
MA.1.DP.1.2	Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories.	5 - Very Good Alignment	Problems used the data and scenarios to apply addition and subtraction.
MA.1.FR.1.1	Partition circles and rectangles into two and four equal-sized parts. Name the parts of the whole using appropriate language including halves or fourths.	5 - Very Good Alignment	Lessons use grade appropriate terms such as halves and fourths. There are

			various representations and orientations of circles and rectangles partitioned as examples and non examples.
MA.1.GR.1.1	Identify, compare and sort two- and three-dimensional figures based on their defining attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders.	4 - Good Alignment	Multiple opportunities to identify defining attributes, but limited opportunity to identify a figure based on given defining attributes
MA.1.GR.1.2	Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.	2 - Poor Alignment	The standard reads "Sketch two-dimensional figures when given defining attributes." There are limited examples of where this is evident. Only a few examples can be seen on page 542, questions 14-16. Here an attribute is given and students are asked to sketch the shape. (Ex. Meg draws a shape with 6 sides.)
MA.1.GR.1.3	Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.	5 - Very Good Alignment	Multiple lessons and examples for 2D and 3D shapes that involve composing, decomposing and identifying the geometric shapes involved. Lessons include examples of the use of 3D solid manipulatives and pattern blocks for students to access the concept.

MA.1.GR.1.4	<p>Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.</p>	<p>3 - Fair Alignment</p>	<p>While there are many examples of real-world objects for stand alone figures (balls, cones, cans, etc), there are only a few real-world examples of items with multiple identifiable geometric figures. One example that does align to the standard is question 9 on page 506. This requires students to identify the geometric figures in an ice cream cone. In most other examples, they are identifying the geometric figures in composed shapes, but they are not real-world objects, but rather just composed by two stacked images.</p>
MA.1.M.1.1	<p>Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.</p>	<p>5 - Very Good Alignment</p>	<p>Items align to the standard for estimation. Lessons prior to using a ruler use tiles to build understanding of counting units to measure. Rules presented in the text all start at zero.</p>
MA.1.M.1.2	<p>Compare and order the length of up to three objects using direct and indirect comparison.</p>	<p>5 - Very Good Alignment</p>	<p>Opportunities for 3 items compared directly and also for indirect comparison.</p>
MA.1.M.2.1	<p>Using analog and digital clocks, tell and write time in hours and half-hours.</p>	<p>4 - Good Alignment</p>	<p>Focus on time to the hour then half hour introduced with one-</p>

			handed clock. Lacks connections to partitioning circles in half for half hour.
MA.1.M.2.2	Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.	2 - Poor Alignment	Resource provides images of both sides of coins. Limited opportunity to simply identify coins by name or value without having to count combinations. No reference seen that related each coin to how many equal a dollar.
MA.1.M.2.3	Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to \$100. Use the ¢ and \$ symbols appropriately.	2 - Poor Alignment	The benchmark reads "Find the value of combinations of pennies, nickels and dimes up to one dollar." The resource has lessons that also include quarters with in collections which is beyond the benchmark. Examples include problem 2 on page 394 where there is a quarter image in a series of nickels and all counting collection questions in Chapter 9 Lesson 3. Sole lesson (Chapter 9 Lesson 6) on counting bills only has examples of collections of like bills.
MA.1.NSO.1.1	Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100.	4 - Good Alignment	Resources focus on counting sequences by 1s, 2, and 5s. Visual resources such as hundreds charts are provided. Attention to

			patterns is not called out within resources.
MA.1.NSO.1.2	Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.	2 - Poor Alignment	Majority of work has students representing numbers as tens and ones (Ex. 4 tens + 7 ones) with limited connections to expanded form (ex. 40+7). Students are not presented with word form and asked to relate it to the corresponding expanded or standard form.
MA.1.NSO.1.3	Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.	4 - Good Alignment	Chapter 2 Lesson 6 is the primary connection to this benchmark. It provides opportunities for students to think about the same number in two different ways flexibly. They are not provided any visual aids to assist their thinking in the print. Chapter 2 Lesson 3 connects ones to tens (ex. 30 ones = 3 tens)The remaining referenced lessons and student pages focus on composing and decomposing based solely on the place value of each digit, not in a flexible manner.
MA.1.NSO.1.4	Plot, order and compare whole numbers up to 100.	5 - Very Good Alignment	Builds connection between plotting on a number line and ordering.

MA.1.NSO.2.1	Recall addition facts with sums to 10 and related subtraction facts with automaticity.	4 - Good Alignment	Facts align to benchmark and fluency requirements.
MA.1.NSO.2.2	Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.	4 - Good Alignment	The relationship between addition and subtraction is more explicit in Chapter 10 lessons about related facts. Earlier chapters focus on adding and subtracting, but during instruction teachers would have to facilitate learning on efficiency using this relationship.
MA.1.NSO.2.3	Identify the number that is one more, one less, ten more and ten less than a given two-digit number.	5 - Very Good Alignment	Features include base ten clocks and hundred charts.
MA.1.NSO.2.4	Explore the addition of a two-digit number and a one-digit number with sums to 100.	4 - Good Alignment	Chapter 6 Lessons 10 and 11 include problems with a two-digit addended greater than 20 and varying representations including models, number lines and place value.
MA.1.NSO.2.5	Explore subtraction of a one-digit number from a two-digit number.	2 - Poor Alignment	All example problems have a minuend less than 20.
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. 	5 - Very Good Alignment	Students have opportunities to engage in open ended tasks that provide them time to grapple and preserve individually and collaboratively by responding in their own way and then sharing.

	<ul style="list-style-type: none"> Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 		
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. 	5 - Very Good Alignment	Various lessons include the use of tools such as base ten blocks and number lines, as well as visual models for students to access and represent problems. Lessons are sequenced through the progression of concrete, representational then abstract.
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. 	5 - Very Good Alignment	Lessons correlate to the correct level of fluency to the benchmark. Example: Chapter 7 Lesson 3 students use strategies that support automaticity.

	<ul style="list-style-type: none"> • Use feedback to improve efficiency when performing calculations. 		
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	5 - Very Good Alignment	<p>Lauch tasks such as the one one page 3 provides opportunities for discourse amongst students. There are also embedded discourse questions with the text such as the one one page 273.</p>
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. 	4 - Good Alignment	<p>Evidence of connections to patterns in math that hold true. Example pg. 261, students are asked to make connection to known fact to solve new problem.</p>

	<ul style="list-style-type: none"> Connect solutions of problems to more complicated large-scale situations. 		
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. 	3 - Fair Alignment	Missed opportunities for estimating solutions outside of the measurement unit.
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	5 - Very Good Alignment	Examples are real-world and applicable to students.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Students have opportunities to reference the task or their own work to explain and justify their work.

ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Text is written at an appropriate level for students to access.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	During embedded three reads, students are asked to make inferences based on the reading.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Active participation stems are embedded that promote students to explaining their thinking through discussion.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Students apply skill learned in Unpack and Draw and Model in independent practice of the materials.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Math Talk stems promote formal math language.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	TE supports ELL with multilingual entry points and mini "in the moment" tasks
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	TE supports ELL with multilingual entry points and mini "in the moment" tasks

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Most lessons aligned to state standards and the supporting documents. A few standards that were either addressed incorrectly or incomplete were

		MA.1.NSO.1.2 (lacking word form and minimal expanded form), MA.1.NSO.2.5 (no subtraction problems go beyond a minuend of 19), and MA.1.M.2.3 (combinations include quarters).
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Tasks allow students to interact with the math aligned to the benchmark. Students have opportunities to draw models, use tools and write equations throughout the text.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	The adaptive practice of Waggle meets students on their personalized path to develop concepts. The TE also provides resources for in the moment lesson shifts with Reteach and Enrich pages.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	The material, as seen on pages 67 and 68, provide students time to access on their own and with supports on the page to understand the content.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	At times there is too much support such as problems 1-4 on page 184 which can cause students to "fill in the blank" vs understand the content.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	At times there is too much support such as problems 1-4 on page 184 which can cause students to "fill in the blank" vs understand the content.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	Lessons are appropriate for a standard teaching block.

8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Content aligns to benchmarks and other BEST documents.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Content aligns to benchmarks and other BEST documents.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No noticed errors.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	No evidence of bias.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Models through the material were representative of common tools, manipulatives, resources and representations that are aligned to the benchmarks including, but not limited to: base ten blocks, snap cubes, counters, ten frames, hundred charts, equations, part/part/whole models, and bar models.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	No evidence of errors found.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Content aligns to benchmarks and other BEST documents.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Real-world problems that drive the lessons are appropriate and relevant throughout. .
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Real-world problems that drive the lessons are appropriate and relevant throughout. .
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Relevant context includes scenarios that students may experience at school (example page 213, Unlock the Problem)

		involving crayons. This allows all students to have access regardless of experiences.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	The material provides opportunities to connect science and social students through additional tasks provided in the TE. Example on TE page 439
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	The visual and contextual portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	The material portrays people and animals ethically.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Overall the content of the benchmarks are covered.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	The resources provide material for instruction and additional practice. The online student adaptive program supports this practice as well with limited additional prep.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	All components are aligned with one another.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Materials are organized in a consistent and easy to follow manner.

4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Narrative and visuals engage students
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Content is paces and organized in a way that makes it accessible to students.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	The aligned print and digital components allow for all students to access the materials.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	The material is easy to access and read for both teacher and student. Students are presented with appealing visual pages that also provide adequate work space.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	At the beginning of each lesson, teachers are provided a "Focusing on the Whole Student" section to motivate students to learn. These include topics such as self management as a learner (page 25B) and accessing prior knowledge (page 49B).
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	The materials address the big ideas as aligned with BEST
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	The TEs present clear objectives and connections for every unit (example. TE 49B) with correlating I Can statements on student pages (Example SE 49)

<p>4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.</p>	<p>4 - Good Alignment</p>	<p>Lessons are set up in a gradual release format after an open task. Students have examples to reference and problem increase in difficulty throughout lessons.</p>
<p>5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.</p>	<p>3 - Fair Alignment</p>	<p>The TE materials provide some resources for adaptations based on language support. The Chapter at a Glance (example TE 47A) provides guidance around intervention and enrichment. There is little support during the lesson for adaptation for adaptations due to various needs.</p>
<p>6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.</p>	<p>5 - Very Good Alignment</p>	<p>Tasks such as SE page 61 provide opportunities to mentally challenge students while still providing access to tools to solve.</p>
<p>7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.</p>	<p>4 - Good Alignment</p>	<p>Tasks and activities are aligned to learning objectives. The materials also provide for differentiated centers that align to skills.</p>
<p>8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.</p>	<p>5 - Very Good Alignment</p>	<p>Strategies align to the benchmarks taught.</p>
<p>9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.</p>	<p>5 - Very Good Alignment</p>	<p>Through the MTRs, instructional strategies are embedded through out the materials.</p>
<p>10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.</p>	<p>5 - Very Good Alignment</p>	<p>Summative assessments align to skills and strategies in the unit. (Example TE 106A)</p>
<p>11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.</p>	<p>4 - Good Alignment</p>	<p>Example (TE page 243) provides guidance based on learning objectives and student outcomes. There is not the same guidance for the summative assessment, but this</p>

		would be beneficial for teachers to respond to data.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	The material has applied the MTRs strategically throughout the lessons.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	The material incorporates multiple instructional teaching strategies as well as appropriate skills and strategies for students to access the content.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No evidence observed of CRT
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence observed of Culturally Responsive Teaching as it relates to CRT
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence observed of Social justice as it relates to CRT
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	No evidence observed of solicitation of SEL

noticed some errors within the materials (grammatical, wrong coins shown, etc) as listed in my justifications. I am only recommending these materials for adoption based on the score average, but would highly recommended editing of the materials.

Standard	Description	Reviewer Rating	Rating Justification
MA.1.AR.1.1	Apply properties of addition to find a sum of three or more whole numbers.	4 - Good Alignment	<p>The first four examples were good. They included problem types with addition of three or more whole numbers within 20. The SE p.471-476 was incredibly confusing and unnecessary for this standard. The diagram reminded me of part part whole and it would not be easy for children to discern that they were supposed to add across. There is no where for them to show their work, write an equation, or write a strategy to solve when students are supposed to be identifying facts to practice procedural reliability. There is also an error on problem 11 p.42... it is either grammatical or missing something. The wording was very confusing through the first grade lense.</p>

<p>MA.1.AR.1.2</p>	<p>Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.</p>	<p>4 - Good Alignment</p>	<p>Majority of the problems appear to follow the standard and the clarifications. I am, however, concerned about the placement in the book and the problem difficulty level. It seems that students are adding within 10 in Chapter 4. The textbook has them counting and filling in missing numbers to 120, as well as skip counting in chapter 1. That does not make sequential sense, as students need to explore numbers within 20 before expanding to 120. On SE p.203 there is also a problem where students add three numbers, which is not part of the standard.</p>
<p>MA.1.AR.2.1</p>	<p>Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.</p>	<p>5 - Very Good Alignment</p>	<p>The materials gave good instruction and practice on relating subtraction to addition within 20.</p>
<p>MA.1.AR.2.2</p>	<p>Determine and explain if equations involving addition or subtraction are true or false.</p>	<p>3 - Fair Alignment</p>	<p>Clarification 2 states: "Problem types are limited to an equation with no more than four terms." The Listen and Draw on p.477, #13 on p.480, and #7 on 481 contain 5 terms, which does not align to the standard and clarifications. Also, many problems</p>

			<p>focusing on matching like facts, but do not focus on the meaning of the equal sign. It is mentioned in the instruction, but does not appear the main goal as stated in clarification 1. This is a very challenging topic for first graders, and more practice that did not involve the balancing of equations (also not the standard), would be more appropriate. For example, #1-6 on p.481 does this well.</p>
<p>MA.1.AR.2.3</p>	<p>Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.</p>	<p>5 - Very Good Alignment</p>	<p>There is a lot of great practice that helps students understand missing addends and using related facts to solve. While I understand why #11-13 on p. 462 were included, I found it to be confusing for students. We want them to gain a deeper understanding of how numbers relate, not just a method to plug in numbers without any meaning added to it.</p>
<p>MA.1.DP.1.1</p>	<p>Collect data into categories and represent the results using tally marks or pictographs.</p>	<p>3 - Fair Alignment</p>	<p>Completely skips clarification #1 and does not relate the tally marks to skip counting by 5's. The opportunity is there to create those questions and connections, but it</p>

			<p>was not explicitly stated with the tally marks. I looked in the TE and could also not find any indication that the teacher was supposed to go over skip counting by 5's with tally marks. There is also nothing on defining attributes of geometric shapes as stated in clarification 1. For example students could tally how many shapes had 4 or more sides, as the color of the shapes in the included questions were not defining attributes of a shape. There is some good practice of reading and filling in pictographs and tally charts that do align.</p>
<p>MA.1.DP.1.2</p>	<p>Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories.</p>	<p>5 - Very Good Alignment</p>	<p>Great practice for interpreting data and calculating. I would recommend focusing on adding more addition problems.</p>
<p>MA.1.FR.1.1</p>	<p>Partition circles and rectangles into two and four equal-sized parts. Name the parts of the whole using appropriate language including halves or fourths.</p>	<p>4 - Good Alignment</p>	<p>The lessons are good, but they do not relate with each other until the chapter review. After learning halves and fourths, it would be great mixed practice for students to identify which is which. Also, p.569 is confusing because the triangle shown in the question is not the</p>

			type of triangle they will draw. That is very confusing for first graders.
MA.1.GR.1.1	Identify, compare and sort two- and three-dimensional figures based on their defining attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders.	2 - Poor Alignment	The mark is missed on defining attributes of 3d shapes. Only informal language is used (flat and curved), and is missing critical academic vocabulary as mentioned in the clarifications (edges and faces). Instead of curved not curved, focus on the academic language of these 3d shapes have (or do not have) faces or edges. The 2d shapes had better practice and vocabulary. Also, on p.533 of the SE I saw nothing that described open and closed shapes to students. I can only assume that was what was to be done there? It was not in the directions for the teacher at the bottom either.
MA.1.GR.1.2	Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.	2 - Poor Alignment	P.521-526 do not align with the standard at all. It is only 2d shapes based on their attributes, not the attributes of a 3D shape. P.539-544 does a better job, however the problems needs to include more types like #14-16, as students are supposed to draw a figure based

			on the attributes, not draw a figure and then list the attributes.
MA.1.GR.1.3	Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.	3 - Fair Alignment	Chapter 12 Lesson 5 uses fourths instead of semi-circles as described in the standard and the clarifications. There are some good examples of composing and decomposing 2d and 3d shapes, however it is lacking the much needed vocabulary. It only shows the pictures, but never uses or at least includes words to help students make the connection between the shape and its name. This is a critical foundational skill for young students. I notice a lot of the problems are written for students to be able to independently read, but the expectation for first graders does not include the ability to read every problem. They really need this vocabulary as it is used in the standards.
MA.1.GR.1.4	Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.	5 - Very Good Alignment	There were good examples and practice for 2d and 3d shapes.

<p>MA.1.M.1.1</p>	<p>Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.</p>	<p>2 - Poor Alignment</p>	<p>The clarifications were clear that students would be estimating with inches. Chapter 14 Lesson 3 focuses on estimating with centimeters, which is not part of the standard. There was also a heavy emphasis in using a tile and unit cube to measure instead of a ruler at first. Non standard units of measurement are not covered in this standard. There were some appropriate items like measuring from 0 in inches and centimeters with real world objects, but overall the lessons do not fully match the standard MA.1.M.1.1. accurately.</p>
<p>MA.1.M.1.2</p>	<p>Compare and order the length of up to three objects using direct and indirect comparison.</p>	<p>2 - Poor Alignment</p>	<p>Chapter 14 Lesson 3 does not align as it discusses estimating measurement instead of comparing objects in specific units. Chapter 14 Lesson 5 was okay, but lacked a lot of visuals that students need when comparing lengths. There were a lot of problems where they draw the picture instead of having them select and/or order objects by length or unit of measure. Number 14 on p.622 also has students draw</p>

			4 objects when the clarification explicitly states it will only be up to 3 objects compared.
MA.1.M.2.1	Using analog and digital clocks, tell and write time in hours and half-hours.	2 - Poor Alignment	There is no discussion or use of the vocabulary for digital and analog. The missing minute hand is not a realistic representation of an actual clock. Students need to see where the minute hand is to be considered o'clock. Same with "half past". There is no mention partition of circles in clarification 2.
MA.1.M.2.2	Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.	1 - Very Poor/No Alignment	The materials focus more on the counting of coins as stated in MA.1.M.2.3 instead of the identification of coins as described in standard MA.1.M.2.2. #2 on SE #394 also has a major error of using a quarter instead of a nickel in the problem. I also find it confusing that they introduce coins that are not typically circulated (the Lewis and Clark nickel) on the first page. While it is important for students to see the different types of coins, the focus of this standard is identification, and there was barely an introduction into the

			original nickel. The materials really lack on explicit identification of coins, which is critical for students that are more used to digital currency than physical currency. There is nothing that discusses how many of each coin makes up a dollar or even how many cents are in a dollar bill. Another critical piece of this standard missed.
MA.1.M.2.3	Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to \$100. Use the ¢ and \$ symbols appropriately.	2 - Poor Alignment	Please read the clarifications for this standard. The materials provided majority of the practice counting groups of coins with quarters or counting groups of just quarters, which is not part of the standard. Please only include pennies, nickels, and dimes. Also, there was a lack of focus on the skip counting strategies to count coins.
MA.1.NSO.1.1	Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100.	4 - Good Alignment	There is a lot of good practice counting by 1s forwards and backwards and skip counting. The problem is, which counting backwards, students are being taught the 100s chart which only goes forward. Having

			<p>them count backwards in the same direction that they are counting on is very confusing. I would recommend you put the largest number at the end (on the right) that they are counting back from (to the left). This also goes with a reading skill or reading in order from left to right. It would make sense to them that backwards is from right to left. Also, the hundreds chart is not helpful if they are only using it within 20. It is helpful to have random holes for them to fill as practice.</p>
<p>MA.1.NSO.1.2</p>	<p>Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.</p>	<p>3 - Fair Alignment</p>	<p>Most of the examples for expanded form was based on __tens+__ones when it should be the actual number made by the tens plus the ones (for example 70+5). This is all outlined in the clarifications of the standard. Also, word form beyond 19 and multiples of ten (i.e. fifty) are never discussed and the standard states that students must be able to read numbers in word for from 1-100 (not write/spell, just read and identify). The representation with the ten frames and the ten rods/ones were</p>

			great representation. The way expanded form is written just needs to be changed based on the clarification. That is more based on standard MA.1.NSO.1.1.
MA.1.NSO.1.3	Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.	4 - Good Alignment	This is done well. There is a lot of practice for students to write _tens and _ones. There is some practice to write a number in multiple ways with tens and ones, but not a lot of explicit instruction or guidance in the TE to help students generate ideas.
MA.1.NSO.1.4	Plot, order and compare whole numbers up to 100.	4 - Good Alignment	p.122 #1-4, the lines where students complete the sentence is confusing. They need to include a word bank or something so students know what they are doing on that line. There are good comparing problems, problems to arrange numbers in sequential order, and problems for plotting numbers. The problem I have is the lack of visible examples for students available. It is also helpful for students using the materials at home to have examples so that

			parents can better support their students.
MA.1.NSO.2.1	Recall addition facts with sums to 10 and related subtraction facts with automaticity.	5 - Very Good Alignment	This was actually done very well. Choosing problems that causes students to use the communitive property of addition, as well as making a ten to add, really helps with their procedural reliability, which leads to automatic fact fluency.
MA.1.NSO.2.2	Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.	4 - Good Alignment	p.156 #9-11 is very confusing and does not help with procedural reliability since students have to interpret shapes to find out the numbers. However, there is a lot of good practice that allows students to use the communitive property, related facts, etc in order to problem solve. I would include more word problems to help cover this standard to increase rigor and real world application since the focus is procedural reliability and not automatic recall of those specific facts.
MA.1.NSO.2.3	Identify the number that is one more, one less, ten more and ten less than a given two-digit number.	5 - Very Good Alignment	This followed the standard and clarifications of ten more and ten less. I would suggest more practice for ten more,

			ten less, as skip counting by tens from 0 is technically not what is being called for in the standard.
MA.1.NSO.2.4	Explore the addition of a two-digit number and a one-digit number with sums to 100.	3 - Fair Alignment	Examples from p.279-296 were not rigorous enough to cover this standard, as most were two single digit numbers. The SE p.303-308 did a much better job covering this material, however there was not enough practice for this type of standard. There needs to be more opportunities to explore with the various strategies.
MA.1.NSO.2.5	Explore subtraction of a one-digit number from a two-digit number.	2 - Poor Alignment	The two digit numbers in the problems did not go beyond 20. The clarification even give the example of 37, showing that it is expected for students to subtract single digits from numbers greater than 20.
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. 	4 - Good Alignment	There are a few activities available for students to work independently or to discuss as a class (i.e. Math on the Spot, Math Talk, "For the Teacher" problems, etc). While these problems are good, there is a bit missing on an engaging class discussion. The

	<ul style="list-style-type: none"> • Help and support each other when attempting a new method or approach. 		teacher could facilitate these discussions with some ideas listed in the TE, but the amount of questions on this MTR is limited.
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 	5 - Very Good Alignment	This was done very well throughout the HMH materials. Many problems were presented in a variety of ways, allowing for students to practice various strategies. There were problems given that encouraged the use of manipulatives, drawing, etc.
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. 	5 - Very Good Alignment	HMH materials contained a number of tasks that allowed for the practice of mathematical fluency. There were many opportunities for students to practice a variety of strategies to determine the best way (or a different way) to solve a problem.

	<ul style="list-style-type: none"> • Use feedback to improve efficiency when performing calculations. 		
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	4 - Good Alignment	<p>There are a variety of opportunities for students to share and talk with one another about their mathematical thinking and processes. I do believe there could be more rigor within the embedded questions listed in the student text. For example, on p. 569 it just asks a yes or no question and says for students to explain. It needs to go a little deeper into discussing the differences and similarities between student thinking.</p>
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. 	4 - Good Alignment	<p>This was done well in the HMH materials. In some of the examples of materials listed, a bit more rigor could be added to connecting relationships. Ideas were kept more isolated on some topics instead of building off of each other.</p>

	<ul style="list-style-type: none"> Connect solutions of problems to more complicated large-scale situations. 		
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. 	5 - Very Good Alignment	The related facts did a great job of showing justification.
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	5 - Very Good Alignment	There multiple opportunities for students to apply math problems to real world contexts.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Students are allowed to explain evidence in their oral explanations of problems. However, to better incorporate this ELA standard, I would recommend

			addressing this skill during word problems. Also, by allowing students to provide a written response, as in first grade the clarification explains that students will not only do this orally, but will start to write their justifications with support as well.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Many of the problems in the HMH curriculum are written in student friendly language.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	This was done very well in the shapes unit. While I disagree with some of the vocabulary terms used as described in previous justifications (i.e. saying flat surface instead of faces), the strategies used really help with inferencing. There were also items in the TE that supported this ELA standard as well.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	There are a good opportunities for practicing explaining thinking with students. I would suggest even more opportunities for student sharing and collaboration, but the ones provided followed the ELA standard.

ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	There were ample opportunities to practice a variety of strategies in the materials.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Academic language was taught throughout the lessons and students were given opportunities to share using this language, or to justify in more social terms. The Write Math sections also allowed opportunities to practice this ELA skill.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	There is a section for multilingual support in the TE.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	The multilingual section discussed using more social terms to help incorporate new academic skills and language taught.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	3 - Fair Alignment	As mentioned in standards' comments and justifications, some things aligned well and some did not. It looks as if the writer did not access the clarifications of the standards.

<p>2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.</p>	<p>3 - Fair Alignment</p>	<p>Some items lacked rigor (for example, some of the addition and subtraction problems were too simple) and some were more challenging than the clarifications explained (for example adding quarters for the money unit was not part of the benchmark).</p>
<p>3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.</p>	<p>2 - Poor Alignment</p>	<p>In its current state, the materials would just be very supplemental. The scope and sequence does not seem appropriate, and some of the benchmarks do not follow clarification guidelines. In my own first grade classroom, a lot of the materials would need to be altered to better fit the standards, edited due to errors, have numbers changed due to lack of rigor, or materials omitted due to not aligning with standard clarifications.</p>
<p>4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.</p>	<p>3 - Fair Alignment</p>	<p>Some topics (such as coin identification) are glazed over, while others go into sufficient detail about topics.</p>
<p>5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.</p>	<p>2 - Poor Alignment</p>	<p>No, see previous justifications about not following the clarifications of standards.</p>
<p>6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.</p>	<p>3 - Fair Alignment</p>	<p>See comments above. The materials do not always reflect the clarifications.</p>
<p>7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.</p>	<p>3 - Fair Alignment</p>	<p>Sometimes more time was spent on a simple topic (i.e. adding to 10 or 20) and not enough time was spent on other topics.</p>

Reviewer's Name: Brooke Erdman

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

Copyright: 2023

Edition: N/A

Grade Level: K-5

Course: [Grade One Mathematics](#)

Bid ID: 455

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

3 - Fair Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

As a first grade teacher myself that has gone through a rigorous overview of the new Florida BEST Standards, I would not feel like I could utilize these materials cover to cover. The materials, while mostly comprehensive, do not take into account many of the clarifications listed. It appears as though the standards were just read and materials were based solely on that. The materials are student friendly, and the TE is easy to follow and read. I do not agree with the scope and sequence of the materials, as previously mentioned in my justifications. I also

8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	The sources reflected expert knowledge of the content.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	While the sources showed expertise in mathematics, there seemed to be a need for more knowledge of foundational primary instruction, as well as the new standards and their clarifications.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	2 - Poor Alignment	There were some major errors as previously described in the justifications. There needs to be some proofing done throughout the materials.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	No bias noted.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Yes, the content was representative of the materials.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	3 - Fair Alignment	There were some errors that need to be addressed, as mentioned in previous justifications.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	2 - Poor Alignment	The clarifications of the new standards needs to be reviewed by the writers.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	2 - Poor Alignment	I would recommend that the materials' writers review the new standard clarifications to correctly align the materials to the current standards.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Yes, the materials were visually appealing and relevant for students.

17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Yes, the word problems and content were meaningful to students.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Yes, there were ELA connections within the materials.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	Yes, while not many students were portrayed, the names and few visuals in the materials represented multiple ethnic groups. There was no bias noted.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	No issues noted.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	The clarifications of the standards really need to be reviewed by the writers.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	There are a number of good resources available for students and teachers within the consumables and online resources. There are additional materials available to teachers to help learners that need more assistance or intervention.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Yes, it aligns with other components.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	2 - Poor Alignment	I do not agree with the scope and sequence of the materials. It does not make logical sense with the new standards to present numbers 1-120 before

		having students add and subtract within 10. Students really need to explore facts within 20 before moving to numbers beyond 20. Counting to (on and from numbers within) 120 is more challenging to students than adding within 10 and 20. Also, greater than/less than (the words) should be introduced before the symbols, not together. There are many small instances like this throughout the materials where it could be organized better to fit the foundational needs of younger students.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Yes, the materials are visually engaging and easy to understand as a whole.
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	This is usually done well. There are a few instances where too much time was spent on less rigorous items and not enough time was spent on more other standards (see previous justifications).
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	Captions are available, it is compatible with assistive technology, etc.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Overall, the presentation is good. The scope and sequence of items really does need to be reviewed to help students learning foundational mathematics.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	The student consumables are laid out to engage young students. There are some online components that can also engage students. I do think more colorful pictures could be used throughout to help students especially with word problems.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Yes, the materials go through the standards based on main ideas and themes. I still recommend the writers review the clarifications to make sure the materials are teaching the correct points of standards and topics.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Yes, the materials are clear and the outcomes are clear as well.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	Yes, the TE also gives points for the teacher to cover.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Yes, many of the topics covered present a variety of strategies for students to try. Materials appear to be easily adaptable to meet the needs of struggling learners, as the TE has options for students needing interventions.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	There are multiple opportunities for students to engage mentally, as well as physically with manipulatives.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	The activities were good, however some discussions lacked rigor and deeper thinking. See previous justifications for examples.

<p>8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.</p>	<p>5 - Very Good Alignment</p>	<p>There are multiple strategies listed that can help young learners grasp foundational concepts (for example using base ten blocks for adding and subtracting, not the standard algorithm).</p>
<p>9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.</p>	<p>3 - Fair Alignment</p>	<p>Most of the strategies are good, however, some important connections are missing with some standards due to the clarifications of standards not being fully incorporated. For example, in the unit with coins, there was no emphasis on skip counting in order to count coins.</p>
<p>10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.</p>	<p>4 - Good Alignment</p>	<p>The assessments shown in the TEs aligned to what the materials covered. The loss of one point was because of the materials not aligning completely with learning outcomes in regards to the standards.</p>
<p>11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.</p>	<p>3 - Fair Alignment</p>	<p>As stated above, the assessments are effective with the materials presented, but do not fully align with the standards based on clarifications.</p>
<p>12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.</p>	<p>5 - Very Good Alignment</p>	<p>Yes, the UDL covers materials that consider all students' needs.</p>
<p>13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?</p>	<p>4 - Good Alignment</p>	<p>Yes, the materials cover ELA expectations and majority of the MTRs with either good or very good alignment.</p>
<p>14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)</p>	<p>4 - Good Alignment</p>	<p>Overall the submission does a good job to support learning requirements. Edits to align</p>

		materials to follow instructional standards' clarifications is needed.
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Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	There was no evidence of CRT in the materials.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	There was no evidence that Culturally Responsive Teaching was discussed in the materials.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Yes, it omits Social Justice.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	There is no solicitation of SEL.

Reviewer's Name: Michelle Hoover

Title: HMH Florida's B.E.S.T. Go Math!

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Course: [Grade One Mathematics](#)

Bid ID: 455

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

4 - Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

Overall, the material presented is organized in a manner that provides easy and predictable usability for teachers and students. The student material provides access at majority of the benchmarks at an appropriate conceptual level for students. Earlier lessons within a concept elicit the use of models/manipulative, or provide visual aids that support learners in access the content. As students progress through out each lesson the complexity of questions increases. Students are also engaged in MTRs through purposefully placed pauses within the

text. A weakness to be aware of is over scaffolding within lessons through provided models or equation set ups. While some scaffolding may be necessary, the primary focus should be the student work and thinking, and not just filling in the blanks in the student work. The teacher material supports the learning through questioning and appropriate instructional strategies. Both resources clearly state the objectives and aligned benchmarks.

Standard	Description	Reviewer Rating	Rating Justification
MA.1.AR.1.1	Apply properties of addition to find a sum of three or more whole numbers.	5 - Very Good Alignment	Lessons on SE Pages 369-386 include representations with snap cubes and a ten frame. The numbers provided support doubles and make a ten strategies. All problems presented are within a sum of 20.
MA.1.AR.1.2	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	5 - Very Good Alignment	Multiple opportunities throughout the student work where students are provided context and must determine the operation through reasoning. For example, in Chapter 10, Lesson 6, students must interpret the context, select add or subtract and then record an number sentence to solve. Scenarios are represented with numbers, pictures and words.

MA.1.AR.2.1	Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.	4 - Good Alignment	Missed opportunities for format of $c = a + b$. Student work has no context and context examples of standard. Connections made to other models and strategies.
MA.1.AR.2.2	Determine and explain if equations involving addition or subtraction are true or false.	5 - Very Good Alignment	Items focus on true and false. There is a mix of operations being related on both sides of the question as well as opportunities for multiple addends.
MA.1.AR.2.3	Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.	4 - Good Alignment	Problem types vary according to the Situations Involving Operations with Numbers chart. There is a heavier focus on Result and Change unknown in contexts provided. Ample experiences to find missing numbers in any position in pre-written equations.
MA.1.DP.1.1	Collect data into categories and represent the results using tally marks or pictographs.	3 - Fair Alignment	Data sets do not include any examples of defining attributes of geometric figures to categorize.
MA.1.DP.1.2	Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories.	5 - Very Good Alignment	Problems used the data and scenarios to apply addition and subtraction.
MA.1.FR.1.1	Partition circles and rectangles into two and four equal-sized parts. Name the parts of the whole using appropriate language including halves or fourths.	5 - Very Good Alignment	Lessons use grade appropriate terms such as halves and fourths. There are

			various representations and orientations of circles and rectangles partitioned as examples and non examples.
MA.1.GR.1.1	Identify, compare and sort two- and three-dimensional figures based on their defining attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders.	4 - Good Alignment	Multiple opportunities to identify defining attributes, but limited opportunity to identify a figure based on given defining attributes
MA.1.GR.1.2	Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.	2 - Poor Alignment	The standard reads "Sketch two-dimensional figures when given defining attributes." There are limited examples of where this is evident. Only a few examples can be seen on page 542, questions 14-16. Here an attribute is given and students are asked to sketch the shape. (Ex. Meg draws a shape with 6 sides.)
MA.1.GR.1.3	Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.	5 - Very Good Alignment	Multiple lessons and examples for 2D and 3D shapes that involve composing, decomposing and identifying the geometric shapes involved. Lessons include examples of the use of 3D solid manipulatives and pattern blocks for students to access the concept.

MA.1.GR.1.4	<p>Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.</p>	<p>3 - Fair Alignment</p>	<p>While there are many examples of real-world objects for stand alone figures (balls, cones, cans, etc), there are only a few real-world examples of items with multiple identifiable geometric figures. One example that does align to the standard is question 9 on page 506. This requires students to identify the geometric figures in an ice cream cone. In most other examples, they are identifying the geometric figures in composed shapes, but they are not real-world objects, but rather just composed by two stacked images.</p>
MA.1.M.1.1	<p>Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.</p>	<p>5 - Very Good Alignment</p>	<p>Items align to the standard for estimation. Lessons prior to using a ruler use tiles to build understanding of counting units to measure. Rules presented in the text all start at zero.</p>
MA.1.M.1.2	<p>Compare and order the length of up to three objects using direct and indirect comparison.</p>	<p>5 - Very Good Alignment</p>	<p>Opportunities for 3 items compared directly and also for indirect comparison.</p>
MA.1.M.2.1	<p>Using analog and digital clocks, tell and write time in hours and half-hours.</p>	<p>4 - Good Alignment</p>	<p>Focus on time to the hour then half hour introduced with one-</p>

			handed clock. Lacks connections to partitioning circles in half for half hour.
MA.1.M.2.2	Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.	2 - Poor Alignment	Resource provides images of both sides of coins. Limited opportunity to simply identify coins by name or value without having to count combinations. No reference seen that related each coin to how many equal a dollar.
MA.1.M.2.3	Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to \$100. Use the ¢ and \$ symbols appropriately.	2 - Poor Alignment	The benchmark reads "Find the value of combinations of pennies, nickels and dimes up to one dollar." The resource has lessons that also include quarters with in collections which is beyond the benchmark. Examples include problem 2 on page 394 where there is a quarter image in a series of nickels and all counting collection questions in Chapter 9 Lesson 3. Sole lesson (Chapter 9 Lesson 6) on counting bills only has examples of collections of like bills.
MA.1.NSO.1.1	Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100.	4 - Good Alignment	Resources focus on counting sequences by 1s, 2, and 5s. Visual resources such as hundreds charts are provided. Attention to

			patterns is not called out within resources.
MA.1.NSO.1.2	Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.	2 - Poor Alignment	Majority of work has students representing numbers as tens and ones (Ex. 4 tens + 7 ones) with limited connections to expanded form (ex. 40+7). Students are not presented with word form and asked to relate it to the corresponding expanded or standard form.
MA.1.NSO.1.3	Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.	4 - Good Alignment	Chapter 2 Lesson 6 is the primary connection to this benchmark. It provides opportunities for students to think about the same number in two different ways flexibly. They are not provided any visual aids to assist their thinking in the print. Chapter 2 Lesson 3 connects ones to tens (ex. 30 ones = 3 tens)The remaining referenced lessons and student pages focus on composing and decomposing based solely on the place value of each digit, not in a flexible manner.
MA.1.NSO.1.4	Plot, order and compare whole numbers up to 100.	5 - Very Good Alignment	Builds connection between plotting on a number line and ordering.

MA.1.NSO.2.1	Recall addition facts with sums to 10 and related subtraction facts with automaticity.	4 - Good Alignment	Facts align to benchmark and fluency requirements.
MA.1.NSO.2.2	Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.	4 - Good Alignment	The relationship between addition and subtraction is more explicit in Chapter 10 lessons about related facts. Earlier chapters focus on adding and subtracting, but during instruction teachers would have to facilitate learning on efficiency using this relationship.
MA.1.NSO.2.3	Identify the number that is one more, one less, ten more and ten less than a given two-digit number.	5 - Very Good Alignment	Features include base ten clocks and hundred charts.
MA.1.NSO.2.4	Explore the addition of a two-digit number and a one-digit number with sums to 100.	4 - Good Alignment	Chapter 6 Lessons 10 and 11 include problems with a two-digit addended greater than 20 and varying representations including models, number lines and place value.
MA.1.NSO.2.5	Explore subtraction of a one-digit number from a two-digit number.	2 - Poor Alignment	All example problems have a minuend less than 20.
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. 	5 - Very Good Alignment	Students have opportunities to engage in open ended tasks that provide them time to grapple and preserve individually and collaboratively by responding in their own way and then sharing.

	<ul style="list-style-type: none"> • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. 		
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 	5 - Very Good Alignment	Various lessons include the use of tools such as base ten blocks and number lines, as well as visual models for students to access and represent problems. Lessons are sequences through the progression of concrete, representational then abstract.
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. 	5 - Very Good Alignment	Lessons correlate to the correct level of fluency to the benchmark. Example: Chapter 7 Lesson 3 students use strategies that support automaticity.

	<ul style="list-style-type: none"> Use feedback to improve efficiency when performing calculations. 		
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. 	5 - Very Good Alignment	<p>Lauch tasks such as the one one page 3 provides opportunities for discourse amongst students. There are also embedded discourse questions with the text such as the one one page 273.</p>
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. 	4 - Good Alignment	<p>Evidence of connections to patterns in math that hold true. Example pg. 261, students are asked to make connection to known fact to solve new problem.</p>

	<ul style="list-style-type: none"> Connect solutions of problems to more complicated large-scale situations. 		
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. 	3 - Fair Alignment	Missed opportunities for estimating solutions outside of the measurement unit.
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	5 - Very Good Alignment	Examples are real-world and applicable to students.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Students have opportunities to reference the task or their own work to explain and justify their work.

ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Text is written at an appropriate level for students to access.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	During embedded three reads, students are asked to make inferences based on the reading.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Active participation stems are embedded that promote students to explaining their thinking through discussion.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Students apply skill learned in Unpack and Draw and Model in independent practice of the materials.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Math Talk stems promote formal math language.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	TE supports ELL with multilingual entry points and mini "in the moment" tasks
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	TE supports ELL with multilingual entry points and mini "in the moment" tasks

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Most lessons aligned to state standards and the supporting documents. A few standards that were either addressed incorrectly or incomplete were

		MA.1.NSO.1.2 (lacking word form and minimal expanded form), MA.1.NSO.2.5 (no subtraction problems go beyond a minuend of 19), and MA.1.M.2.3 (combinations include quarters).
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Tasks allow students to interact with the math aligned to the benchmark. Students have opportunities to draw models, use tools and write equations throughout the text.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	The adaptive practice of Waggle meets students on their personalized path to develop concepts. The TE also provides resources for in the moment lesson shifts with Reteach and Enrich pages.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	The material, as seen on pages 67 and 68, provide students time to access on their own and with supports on the page to understand the content.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	At times there is too much support such as problems 1-4 on page 184 which can cause students to "fill in the blank" vs understand the content.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	At times there is too much support such as problems 1-4 on page 184 which can cause students to "fill in the blank" vs understand the content.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	Lessons are appropriate for a standard teaching block.

8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Content aligns to benchmarks and other BEST documents.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Content aligns to benchmarks and other BEST documents.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No noticed errors.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	No evidence of bias.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Models through the material were representative of common tools, manipulatives, resources and representations that are aligned to the benchmarks including, but not limited to: base ten blocks, snap cubes, counters, ten frames, hundred charts, equations, part/part/whole models, and bar models.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	No evidence of errors found.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Content aligns to benchmarks and other BEST documents.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Real-world problems that drive the lessons are appropriate and relevant throughout. .
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Real-world problems that drive the lessons are appropriate and relevant throughout. .
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Relevant context includes scenarios that students may experience at school (example page 213, Unlock the Problem)

		involving crayons. This allows all students to have access regardless of experiences.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	The material provides opportunities to connect science and social students through additional tasks provided in the TE. Example on TE page 439
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	The visual and contextual portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	The material portrays people and animals ethically.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Overall the content of the benchmarks are covered.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	The resources provide material for instruction and additional practice. The online student adaptive program supports this practice as well with limited additional prep.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	All components are aligned with one another.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Materials are organized in a consistent and easy to follow manner.

4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Narrative and visuals engage students
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Content is paces and organized in a way that makes it accessible to students.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	The aligned print and digital components allow for all students to access the materials.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	The material is easy to access and read for both teacher and student. Students are presented with appealing visual pages that also provide adequate work space.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	At the beginning of each lesson, teachers are provided a "Focusing on the Whole Student" section to motivate students to learn. These include topics such as self management as a learner (page 25B) and accessing prior knowledge (page 49B).
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	The materials address the big ideas as aligned with BEST
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	The TEs present clear objectives and connections for every unit (example. TE 49B) with correlating I Can statements on student pages (Example SE 49)

<p>4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.</p>	<p>4 - Good Alignment</p>	<p>Lessons are set up in a gradual release format after an open task. Students have examples to reference and problem increase in difficulty throughout lessons.</p>
<p>5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.</p>	<p>3 - Fair Alignment</p>	<p>The TE materials provide some resources for adaptations based on language support. The Chapter at a Glance (example TE 47A) provides guidance around intervention and enrichment. There is little support during the lesson for adaptation for adaptations due to various needs.</p>
<p>6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.</p>	<p>5 - Very Good Alignment</p>	<p>Tasks such as SE page 61 provide opportunities to mentally challenge students while still providing access to tools to solve.</p>
<p>7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.</p>	<p>4 - Good Alignment</p>	<p>Tasks and activities are aligned to learning objectives. The materials also provide for differentiated centers that align to skills.</p>
<p>8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.</p>	<p>5 - Very Good Alignment</p>	<p>Strategies align to the benchmarks taught.</p>
<p>9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.</p>	<p>5 - Very Good Alignment</p>	<p>Through the MTRs, instructional strategies are embedded through out the materials.</p>
<p>10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.</p>	<p>5 - Very Good Alignment</p>	<p>Summative assessments align to skills and strategies in the unit. (Example TE 106A)</p>
<p>11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.</p>	<p>4 - Good Alignment</p>	<p>Example (TE page 243) provides guidance based on learning objectives and student outcomes. There is not the same guidance for the summative assessment, but this</p>

		would be beneficial for teachers to respond to data.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	The material has applied the MTRs strategically throughout the lessons.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	The material incorporates multiple instructional teaching strategies as well as appropriate skills and strategies for students to access the content.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No evidence observed of CRT
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence observed of Culturally Responsive Teaching as it relates to CRT
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence observed of Social justice as it relates to CRT
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	No evidence observed of solicitation of SEL

Reviewer's Name: Lisa Figueroa

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Thomasenia Lott Adams, PhD; Matthew R. Larson, PhD

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Grade Level: K-5

Course: [Grade Five Mathematics](#)

Bid ID: 459

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

No

How would you rate the overall usability of the instructional material?

2 - Poor Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

The GoMath series does not look like it has been updated to meet our new standards. It looks like the old GoMath lessons. It seems like editors tried to categorize the old lessons to align with the BEST standards. The geometrical reasoning section has portions that, although interesting, are inconsistent with the rest of the text ("connection to reading" and "connection to science"). The teacher edition doesn't offer much in the way of varying lesson ideas, or suggestions on what else to try to help students understand concepts. A few of the lessons do not

align with 5th grade standards. Many of the lessons claim to address all of the MTR's, but that is not accurate; the language of the MTRs should be prevalent throughout the student text. This is not a series that I would want as a resource for engaging my students in the new BEST standards.

Standard	Description	Reviewer Rating	Rating Justification
MA.5.AR.1.1	Solve multi-step real-world problems involving any combination of the four operations with whole numbers, including problems in which remainders must be interpreted within the context.	5 - Very Good Alignment	good opportunities for multi-operations
MA.5.AR.1.2	Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.	5 - Very Good Alignment	multiple opportunities for practice with fraction word problems
MA.5.AR.1.3	Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.	5 - Very Good Alignment	models with real-world problems
MA.5.AR.2.1	Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions.	5 - Very Good Alignment	no nesting; keeping within parameters given in clarifications
MA.5.AR.2.2	Evaluate multi-step numerical expressions using order of operations.	5 - Very Good Alignment	no nesting, no exponents
MA.5.AR.2.3	Determine and explain whether an equation involving any of the four operations is true or false.	3 - Fair Alignment	limited practice with true or false
MA.5.AR.2.4	Given a mathematical or real-world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position.	5 - Very Good Alignment	plenty of opportunities to analyze word problems

MA.5.AR.3.1	Given a numerical pattern, identify and write a rule that can describe the pattern as an expression.	5 - Very Good Alignment	opportunities for finding patterns with whole numbers, decimals, and fractions
MA.5.AR.3.2	Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.	2 - Poor Alignment	asking student to write a rule for a given graph
MA.5.DP.1.1	Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.	2 - Poor Alignment	decimal values to thousandths should be limited to hundredths
MA.5.DP.1.2	Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.	5 - Very Good Alignment	instruction on balancing point
MA.5.FR.1.1	Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.	4 - Good Alignment	good use of models
MA.5.FR.2.1	Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.	5 - Very Good Alignment	use of fraction bars and number lines
MA.5.FR.2.2	Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.	5 - Very Good Alignment	use of models
MA.5.FR.2.3	When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating.	4 - Good Alignment	models and number lines; missing connection to decimals
MA.5.FR.2.4	Extend previous understanding of division to explore the division of a unit fraction by a whole number and a whole number by a unit fraction.	5 - Very Good Alignment	models, appropriate word problems - both partitive and quotative

MA.5.GR.1.1	Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.	4 - Good Alignment	lots of practice with triangles and quadrilaterals
MA.5.GR.1.2	Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.	5 - Very Good Alignment	adequate coverage of 3-d figures
MA.5.GR.2.1	Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.	2 - Poor Alignment	Chapter 10, Lesson 5 is not in 5th grade standards; perhaps middle school?
MA.5.GR.3.1	Explore volume as an attribute of three-dimensional figures by packing them with unit cubes without gaps. Find the volume of a right rectangular prism with whole-number side lengths by counting unit cubes.	5 - Very Good Alignment	sufficient practice and good visual models
MA.5.GR.3.2	Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula.	5 - Very Good Alignment	gradual move from counting cubes to formula
MA.5.GR.3.3	Solve real-world problems involving the volume of right rectangular prisms, including problems with an unknown edge length, with whole-number edge lengths using a visual model or a formula. Write an equation with a variable for the unknown to represent the problem.	5 - Very Good Alignment	abundant use of visuals
MA.5.GR.4.1	Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.	2 - Poor Alignment	asking student to write a rule for a given graph
MA.5.GR.4.2	Represent mathematical and real-world problems by plotting points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.	5 - Very Good Alignment	graphing data from an experiment
MA.5.M.1.1	Solve multi-step real-world problems that involve converting measurement units to	3 - Fair Alignment	no need for weight conversions? they do

	equivalent measurements within a single system of measurement.		refer to grams; on p. 558, question about converting hL to daL - unnecessary
MA.5.M.2.1	Solve multi-step real-world problems involving money using decimal notation.	4 - Good Alignment	multiple opportunities for working with money
MA.5.NSO.1.1	Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.	2 - Poor Alignment	not enough attention to this standard, only addressed in one lesson
MA.5.NSO.1.2	Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.	2 - Poor Alignment	only one lesson for a concept that requires more attention
MA.5.NSO.1.3	Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations.	2 - Poor Alignment	not enough content to support this concept
MA.5.NSO.1.4	Plot, order and compare multi-digit numbers with decimals up to the thousandths.	1 - Very Poor/No Alignment	no evidence of scaled number lines
MA.5.NSO.1.5	Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.	2 - Poor Alignment	limited practice
MA.5.NSO.2.1	Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.	2 - Poor Alignment	limited practice and offering only "the" standard algorithm instruction
MA.5.NSO.2.2	Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.	2 - Poor Alignment	good use of partial quotient initially then it leans into long division standard algorithm for the rest of the division practice

MA.5.NSO.2.3	Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	3 - Fair Alignment	number lines not used
MA.5.NSO.2.4	Explore the multiplication and division of multi-digit numbers with decimals to the hundredths using estimation, rounding and place value.	3 - Fair Alignment	no instruction in estimation provided for multiplication with decimals but provided better creative strategies besides standard algorithm; instruction provided for estimation with division
MA.5.NSO.2.5	Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.	4 - Good Alignment	many opportunities for practice of the concepts
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 	2 - Poor Alignment	no references to growth mindset norms; each lesson suggests MTR 1.1 is addressed, but I couldn't find any references in the student text; found references to effortful learning in teacher text
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. 	4 - Good Alignment	variety of opportunities to use manipulatives and models for representing thinking

	<ul style="list-style-type: none"> • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 		
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 	3 - Fair Alignment	occasional references to fluency in students text; teacher edition offers activities to develop fluency
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. 	4 - Good Alignment	"math talk" sections encourage students to have conversations about given math questions

	<ul style="list-style-type: none"> Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. 		
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. 	4 - Good Alignment	"unlock the problem" section decomposes example into manageable parts
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. 	4 - Good Alignment	examples of suggestions to estimate when showing expressions; could encourage estimation with word problems

	<ul style="list-style-type: none"> Evaluate results based on the given context. 		
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency. 	5 - Very Good Alignment	wide variety of real world situations involving math
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	questions throughout for citing evidence of answer
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	"launch into math" for each unit is interesting and related to real world Florida
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	"launch into math" section good for inferencing
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	"math talk" sections
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	requires quality student work throughout
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	"math talk" sections

ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	students communicating math ideas
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	students given opportunities throughout to work socially together on math ideas

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	2 - Poor Alignment	relying too much on the standard algorithms rather than providing opportunities for developing strategies of other ways of calculating
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	2 - Poor Alignment	some of the lessons address skills from middle school content
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	some of the number sense benchmarks don't have enough opportunities to explore and practice
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	would like to have more practice for some skills that will take longer to develop
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	2 - Poor Alignment	Chapter 10, Lesson 5 is not in 5th grade standards; perhaps middle school?; Ch. 17, L3 - write a rule for a given graph
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	just a handful lessons that don't apply to 5th grade standards
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	3 - Fair Alignment	students will require more review of multi-digit multiplication than offered -

		although a standard from 4th grade, students will need more time
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	5E's for each unit
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	reference to 5E's at the beginning of each unit;
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	2 - Poor Alignment	spelling errors: "Identify and Classify Two-Dimensional Figures," "quadrilatera,"
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	free of bias and contradictions
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	good use of visual models; would prefer more number lines and less standard algorithm
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	just a few spelling mistakes; chapter 18 has a table with degrees F listed as 8-1/2 and 11-1/4(these are not reasonable values as we don't read temperatures in fractions and children would not be familiar with temps that cold
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	3 - Fair Alignment	lip service given to fluency and number routines, but needs more appropriate fluency practice and exit tickets
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	2 - Poor Alignment	Chapter 10, Lesson 5 is not in 5th grade standards; perhaps middle school?
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	content relevant to age

17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	real world problems are connected to children's experiences
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	in the GR and DP sections, there was evidence of connecting to science and to reading; would like to have seen those sections throughout
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	wide variety of names represent many cultures
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	content is appropriate for children
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	mostly covering benchmarks and standards

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	3 - Fair Alignment	teachers would need to find extra practice for some of the number sense skills
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	2 - Poor Alignment	inconsistent with amount of practice for content; some lessons are not part of standards
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	logical organization
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	other than the wide variety of names in the word problems which may be challenging for some students to read, the

		visuals are interesting and engaging
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	2 - Poor Alignment	some areas not given enough attention or time for practice
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	offer strategies for ELL with each unit; RTI lessons available
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	3 - Fair Alignment	lessons that don't apply to curriculum could be skipped

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	interesting non-fiction info in "launch into math"
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	covers the standards - just a few lessons not belonging to standards
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	clear expectations and mistakes to expect and how to address them
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	examples for each concept
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	reteach and enrich activities
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	students provided a variety of methods for problem solving
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	lessons open with concrete to representational to abstract

8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	3 - Fair Alignment	need for less of a focus on standard algorithm - seems to be prevalent throughout, not allowing for flexibility of strategies
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	3 - Fair Alignment	need for more examples of flexible strategies - too much emphasis on one way (standard algorithm)
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	assessments related to benchmarks
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	would like to see more opportunities for formative assessment such as exit tickets
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	evidence of support for ELL and RTI
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	3 - Fair Alignment	most MTR's evident throughout; would need more for MTR 1.1
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	the content is generally applicable to the grade level benchmarks and support is offered to teachers for facilitating the content

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	no evidence of CRT
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	no evidence of CRT
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	not evidence of CRT

Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	no evidence of SEL
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Reviewer's Name: Katrina Hinson

Title: HMH Florida's B.E.S.T. Go Math!

Publisher: Houghton Mifflin Harcourt

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Grade Level: K-5

Course: [Grade Five Mathematics](#)

Bid ID: 459

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

No

How would you rate the overall usability of the instructional material?

3 - Fair Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

I would not recommend this curriculum due to the absence of specific instructional materials related to ALL BEST standards. While the curriculum presents well and its lessons are aligned to the learning objectives within it, it leaves gaps of standards-based instruction that would need to be supplemented by the teacher. If all standards were addressed, I would consider this curriculum as an option, because the digital component is really well delivered, minus some typographical mistakes.

Standard	Description	Reviewer Rating	Rating Justification
MA.5.AR.1.1	Solve multi-step real-world problems involving any combination of the four operations with whole numbers, including problems in which remainders must be interpreted within the context.	5 - Very Good Alignment	Real-world problems with remainders that must be interpreted
MA.5.AR.1.2	Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.	5 - Very Good Alignment	Mix of fractions, including fractions greater than one. Each lesson contained real-world scenarios.
MA.5.AR.1.3	Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.	5 - Very Good Alignment	All division uses unit fractions and calls for justification of real-world scenarios
MA.5.AR.2.1	Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions.	5 - Very Good Alignment	Expressions were related to real-world scenarios and called for the translation of descriptions to expressions and expressions to descriptions.
MA.5.AR.2.2	Evaluate multi-step numerical expressions using order of operations.	5 - Very Good Alignment	All examples had multiple steps and required students to justify other's thinking as well and no examples had parentheses that were nested
MA.5.AR.2.3	Determine and explain whether an equation involving any of the four operations is true or false.	3 - Fair Alignment	Examples have questions about true or not true, however, many questions focus on determining which property is being used,

			which is not a clarification in the BEST standard
MA.5.AR.2.4	Given a mathematical or real-world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position.	5 - Very Good Alignment	Scenarios include real-world context and the unknown letter is recognized as a variable. Unknowns and different operations are on either side of the equal sign.
MA.5.AR.3.1	Given a numerical pattern, identify and write a rule that can describe the pattern as an expression.	5 - Very Good Alignment	Scenarios are limited to one of two operations using whole numbers.
MA.5.AR.3.2	Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.	3 - Fair Alignment	Most question met the standard except the question in the explore part of Chapter 17 Lesson 2. The pattern does not match the chart.
MA.5.DP.1.1	Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.	2 - Poor Alignment	Chapter 18, Explore Lesson 1- the table does not match the problem. In addition, fractions with a denominator of 8 are used, which is not within the limits of the BEST standards.
MA.5.DP.1.2	Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.	2 - Poor Alignment	Explanations on how to find mean, mode, and median are aligned; however, there is no mention of range.
MA.5.FR.1.1	Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.	5 - Very Good Alignment	Real-world scenarios used to represent the division of two whole numbers as a fraction.

MA.5.FR.2.1	Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.	5 - Very Good Alignment	Examples met all of the benchmark clarifications of the BEST standards.
MA.5.FR.2.2	Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.	2 - Poor Alignment	Examples made use of area model by shading. Mixed numbers were used in comparative lessons only. Students are directed to simplify answers which is not necessary.
MA.5.FR.2.3	When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating.	2 - Poor Alignment	Examples in the text call for completing an operation to figure out the relative comparison. The BEST standards state that students should be able to focus on estimation and assessing the reasonableness of answers.
MA.5.FR.2.4	Extend previous understanding of division to explore the division of a unit fraction by a whole number and a whole number by a unit fraction.	4 - Good Alignment	Examples met the BEST standards and various question types in Appendix A
MA.5.GR.1.1	Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.	2 - Poor Alignment	Examples classify more than what is necessary. Addresses various polygons not addressed in the BEST standards.
MA.5.GR.1.2	Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.	2 - Poor Alignment	Extraneous material in lesson. Examples should be limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.

MA.5.GR.2.1	Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.	4 - Good Alignment	Questions cover both fractional and decimal side lengths.
MA.5.GR.3.1	Explore volume as an attribute of three-dimensional figures by packing them with unit cubes without gaps. Find the volume of a right rectangular prism with whole-number side lengths by counting unit cubes.	4 - Good Alignment	Materials focus on using and counting unit cubes.
MA.5.GR.3.2	Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula.	4 - Good Alignment	Examples focused on the amount of unit cubes in the shape and no questions exceeded two-digit edge lengths.
MA.5.GR.3.3	Solve real-world problems involving the volume of right rectangular prisms, including problems with an unknown edge length, with whole-number edge lengths using a visual model or a formula. Write an equation with a variable for the unknown to represent the problem.	4 - Good Alignment	Materials use real-world contexts and composite figures that should be added to solve for volume.
MA.5.GR.4.1	Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.	4 - Good Alignment	Materials fairly instruct how to plot and label points
MA.5.GR.4.2	Represent mathematical and real-world problems by plotting points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.	5 - Very Good Alignment	Examples use real-world problems and instruct students to interpret the values of point in the context of a situation.
MA.5.M.1.1	Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.	3 - Fair Alignment	Conversion included length, volume, and capacity; however, there were no time conversion present.
MA.5.M.2.1	Solve multi-step real-world problems involving money using decimal notation.	4 - Good Alignment	Materials included multi-step real-world problems involving money and decimal notation.

MA.5.NSO.1.1	Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.	2 - Poor Alignment	While the materials include this standard with examples of decimals to the thousandths, there is inadequate exposure to this connection to whole numbers.
MA.5.NSO.1.2	Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.	4 - Good Alignment	Materials address the standard fully; however, there is limited items on using expanded notation.
MA.5.NSO.1.3	Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations.	5 - Very Good Alignment	Materials addressed the standard fully with multiple ways to depict composition and decomposition.
MA.5.NSO.1.4	Plot, order and compare multi-digit numbers with decimals up to the thousandths.	2 - Poor Alignment	Instruction focuses on the use of stacking numbers to compare only. There is no instruction using a scaled number line as indicated in the BEST standards.
MA.5.NSO.1.5	Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.	3 - Fair Alignment	Instruction does meet the standard; however, there is no use of number lines to solidify connections.
MA.5.NSO.2.1	Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.	2 - Poor Alignment	Instruction does not include practice of various algorithms.
MA.5.NSO.2.2	Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.	5 - Very Good Alignment	Multiple representations used.

MA.5.NSO.2.3	Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	Meets clarifications of BEST standards
MA.5.NSO.2.4	Explore the multiplication and division of multi-digit numbers with decimals to the hundredths using estimation, rounding and place value.	5 - Very Good Alignment	Great use of models and pictures.
MA.5.NSO.2.5	Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.	5 - Very Good Alignment	Use of multiple representations
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 	4 - Good Alignment	Tasks include analyzing problems in a way that makes sense, asks questions that will help with solving the task, and helps students build perseverance over time.
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. 	5 - Very Good Alignment	Tasks include representing problems in multiple ways and build understanding through modeling and using manipulatives.

	<ul style="list-style-type: none"> • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 		
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 	4 - Good Alignment	Tasks have students select the most efficient method for themselves to build procedural reliability.
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. 	4 - Good Alignment	Tasks have students justifying their answer and making sense of other's work, including error analysis.

	<ul style="list-style-type: none"> Construct possible arguments based on evidence. 		
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. 	5 - Very Good Alignment	Use of patterns and structure to connect mathematical concepts. Most tasks are decompose into manageable parts.
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. 	5 - Very Good Alignment	Tasks continually use estimation as a way to assess reasonableness and checking answers.

MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	<p>5 - Very Good Alignment</p>	<p>Tasks a rich with real-world contexts models and methods to understand, represent and solve problems.</p>
ELA.K12.EE.1.1	<p>Cite evidence to explain and justify reasoning.</p>	<p>5 - Very Good Alignment</p>	<p>Tasks are asked to justify answers.</p>
ELA.K12.EE.2.1	<p>Read and comprehend grade-level complex texts proficiently.</p>	<p>5 - Very Good Alignment</p>	<p>grade level text appropriate</p>
ELA.K12.EE.3.1	<p>Make inferences to support comprehension.</p>	<p>5 - Very Good Alignment</p>	<p>Tasks have inferences via graphics or realia to support comprehension</p>
ELA.K12.EE.4.1	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>	<p>5 - Very Good Alignment</p>	<p>TE gives many times for group conversations</p>
ELA.K12.EE.5.1	<p>Use the accepted rules governing a specific format to create quality work.</p>	<p>4 - Good Alignment</p>	<p>Formatting is effective. SE model used.</p>
ELA.K12.EE.6.1	<p>Use appropriate voice and tone when speaking or writing.</p>	<p>4 - Good Alignment</p>	<p>Appropriate tone and voice</p>
ELD.K12.ELL.MA.1	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.</p>	<p>4 - Good Alignment</p>	<p>Many ELL Supports given throughout the TE</p>

ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	Promotes ELL communication
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Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	2 - Poor Alignment	Though many standards were aligned, whole chunks of standards were either unaddressed or did not meet the full extent of the standard
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	2 - Poor Alignment	Same as above
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	Though some standards were not fully addressed, the materials themselves were adaptable.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3 - Fair Alignment	Though some standards were not fully addressed, the materials that were available did provide sufficient details for students to understand.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Levels of complexity were met through justification, error analysis, and multi-step word problems when called for.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	3 - Fair Alignment	Some extraneous methods (not in the standards) were too complex for the students abilities at this grade level- specifically in the mean, median, mode, and range chapter
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Levels of treatment meet the time period allowed for teaching

8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Sources reflect expert information for the subject
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Primary and secondary sources contribute to the quality of the content
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	3 - Fair Alignment	Most typographical errors were in the digital resources for the student. Those are explained in the Standards section.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	Free of bias and contradictions
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Content is representative of the discipline.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	A few mistakes noticed in the digital resources where the words and graphics did not match.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	3 - Fair Alignment	Most content is up-to-date; however, use of the 5E model for every lesson lends itself to a gradual release at times when students should be productively struggling to make sense of problems.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	Standards seemed to be interwoven and not necessarily taught in isolation.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	content is appropriate and relevant
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Real-life scenarios are meaningful and connect to students' lives.

18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Connections made to science.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	No evidence of bias
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	No evidence of inhumane actions or beliefs.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	While most standards and benchmarks are covered in the materials, ALL of the them were not.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	3 - Fair Alignment	In order to meet the full extent of the BEST standards, a teacher would need to prepare additional teaching materials. One example is number lines for plotting, ordering, and comparing decimals.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Components of the curriculum align with each other.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	Logical organization of content. I believe that some content could have been interwoven more.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	Narrative and visual engage students

5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	Content presented at a pace that allows students to understand
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	Supports, interventions, and enrichment were very clear in the Teacher's Edition.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Components of Presentation were good or very good, except for the teacher needing to prep materials for parts of the benchmarks not addressed.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Tasks are relevant to students' everyday lives, which maintains student motivation
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Materials makes use of overarching themes or concepts to teach small chunked material
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Each lesson displayed a clear learning goal.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	The materials lend themselves to successfully becoming more independent in the way that big ideas are chunked into digestible pieces.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Guidance and support is included in the materials for developmental differences and various learning styles.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Materials engage the physical and mental activity of students

7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	Materials include organized activities that are logical extensions the objectives.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	3 - Fair Alignment	Some strategies were missing from the instructional materials, such as: in multiplication one standard algorithm was addressed instead of a few.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	3 - Fair Alignment	Most strategies were effective; however some effective strategies were left out (see above and number lines). In addition, a few strategies used seemed confusing (ex: mean, median, mode)
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Assessment strategies did match those of the instructional materials.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	3 - Fair Alignment	Assessment questions did mirror the instructional materials: however, specific question types like those in the BEST standards were missing.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	UDL strategies evident throughout
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	MTR's can easily be applied to lessons within the curriculum
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	The instructional materials do support learning requirements based on the outcomes set out by this curriculum; however it should be noted that not all of the standards are addressed to their fullest extent.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	Saw no evidence of CRT
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence of CRT
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evident of CRT of Social Justice
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	No evidence of SEL

other materials are available in print format, and many digital materials are downloadable/printable (PDFs can be downloaded for offline use). Core student print materials will also be available via NIMAS files. To see the range of HMH products available from NIMAC, please visit <https://nimac.overdrive.com/ContentInventory>.

Review	Rating	Comments
	3 - Fair Alignment	A great amount of instruction is provided through video. An alternative source of content is not prevalent. Students should be provided multiple options in format.

Reviewer's Name: Mary Moss

Title: HMH Florida's B.E.S.T. Into Math Accelerated 6

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Timothy D. Kanold, PhD; Matthew R. Larson, PhD; Steven J. Leinwand, PhD

Copyright: 2023

Edition: N/A

Grade Level: 6-8

Course: [M/J Grade 6 Accelerated Mathematics](#)

Bid ID: 465

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

3 - Fair Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

The material's alignment to the standards was not 100%. I liked the teacher guidance, but would like to see more guidance for teachers on implementation of ML routines as it pertains to the task alignment. I would like to see the MTR's addressed more frequently. I liked the student interactive version. Lots of great resources for teachers.

Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	4 - Good Alignment	Variables are not limited to x; Students translating written descriptions into algebraic expressions; Students identifying parts of an algebraic expression.
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of  . Represent the inequality on a number line.	4 - Good Alignment	Students translate real-world written description into an algebraic inequality and represent on a number line.
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	4 - Good Alignment	Students evaluate algebraic expressions with integers using substitution and order of operations.
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	3 - Fair Alignment	Clarification 2: is not represented
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	2 - Poor Alignment	Pg.281-288 not represented; 311-316 not represented; operations performed with negative rational numbers; Set notation is not used to list numbers.
MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.	3 - Fair Alignment	Algebra tiles and balances are represented, but no use of Bar diagrams or Number lines.
MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world	3 - Fair Alignment	Algebra tiles and balances used, but no use of bar diagrams.

	context using multiplication and division, where all terms and solutions are integers.		
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	1 - Very Poor/No Alignment	All terms and solutions are not limited to positive rational numbers.
MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation:  , a to b, or a:b where $b \neq 0$.	4 - Good Alignment	Bar models and ratio tables used. No use of number lines.
MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	4 - Good Alignment	Instruction includes using drawings, models and words.
MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	4 - Good Alignment	Instruction includes using two-column tables.
MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	4 - Good Alignment	Models used to support instruction.
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	4 - Good Alignment	PG 351, 359 no alignment; the remainder instruction includes comparisons, mixtures, conversions within the same measurement system.
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	4 - Good Alignment	Instruction includes the understanding of a statistical question and a non-statistical question.
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	3 - Fair Alignment	Instruction on Range is missing. Instruction

			includes mean, median, mode.
MA.6.DP.1.3	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.	3 - Fair Alignment	Instruction does not include vertical representation of box plot. Instruction includes horizontal representation of box plots.
MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.	3 - Fair Alignment	Instruction limited to skewed description. Instruction does not focus on describing data as Normal or Bimodal.
MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	4 - Good Alignment	601-instruction focuses on histogram; 609-instruction focuses on histogram; instruction focuses on box plots; 643; not aligned.
MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.	4 - Good Alignment	Instruction includes opportunities for students to collect their own data to create a graphical display.
MA.6.GR.1.1	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.	4 - Good Alignment	Instruction builds on previous understanding of coordinate plane, graphing ordered pairs in all four quadrants.
MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	4 - Good Alignment	Instruction focuses on finding distances between ordered pairs, limited to the same x coordinate or the same y coordinate.

MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	4 - Good Alignment	483-No; Instruction includes solving real-world problems, plotting on coordinate plane and finding perimeter and area.
MA.6.GR.2.1	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.	4 - Good Alignment	Instruction meets benchmark..
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	4 - Good Alignment	Instruction meets benchmark.
MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	4 - Good Alignment	Instruction meets benchmark.
MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	4 - Good Alignment	Instruction meets benchmark language.
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	4 - Good Alignment	Instruction meets benchmark and clarifications.
MA.6.NSO.1.2	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.	4 - Good Alignment	Students will compare quantities on a number line and explain the meaning of zero in context.
MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.	4 - Good Alignment	Students find the absolute value of rational numbers.
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	4 - Good Alignment	Students solve problems involving absolute value and comparison of absolute value.

MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	4 - Good Alignment	Students multiply and divide positive multi-digit numbers with decimals to thousandths.
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.	3 - Fair Alignment	Instruction limited to multiplication, no division.
MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	4 - Good Alignment	Students solve multi-step with four operations with positive fractions, mixed numbers and positive multi-digit decimals.
MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	4 - Good Alignment	Students find the GCF and LCM of two whole numbers.
MA.6.NSO.3.2	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.	2 - Poor Alignment	Does not meet the benchmark
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	4 - Good Alignment	Instruction includes evaluating positive rational numbers and integers with natural number exponents.
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	4 - Good Alignment	Instruction includes expressing composite whole numbers as a product of prime factors with natural number exponents.
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	4 - Good Alignment	Page 436-442 meet benchmark.

MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	4 - Good Alignment	Instruction includes operations with whole numbers to add and subtract integers.
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	4 - Good Alignment	Instruction includes operations with whole numbers to multiply and divide integers.
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	4 - Good Alignment	Instruction apply properties of operations to add and subtract linear expressions with rational coefficients.
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	4 - Good Alignment	Instruction meets the benchmark.
MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.	4 - Good Alignment	Instruction includes writing and solving one-step inequalities in one variable within mathematical context algebraically or graphically.
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	4 - Good Alignment	Instruction meets benchmark.
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	4 - Good Alignment	Instruction meets benchmark.
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	4 - Good Alignment	Instruction includes how to determine an appropriate measure of center of measure of variation to summarize numerical data.
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to	4 - Good Alignment	Instruction meets benchmark.

	make comparisons, interpret results and draw conclusions about the two populations.		
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	4 - Good Alignment	Instruction meets benchmark.
MA.7.DP.2.1	Determine the sample space for a simple experiment.	4 - Good Alignment	Instruction meets benchmark.
MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	4 - Good Alignment	Instruction meets benchmark.
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	4 - Good Alignment	Instruction meets benchmark.
MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	3 - Fair Alignment	Instruction partially meets benchmark.
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	4 - Good Alignment	Instruction includes applying the formulas to find the areas of trapezoids, parallelograms and rhombi.
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	4 - Good Alignment	Instruction includes area of polygons or composite figures by decomposing them into triangles or quadrilaterals.
MA.7.NSO.2.1	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.	2 - Poor Alignment	Instruction does not include whole-number exponents.
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	4 - Good Alignment	Instruction meets benchmark.
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	4 - Good Alignment	Instruction includes solving problems involving any of the

			four operations with rational numbers.
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 	2 - Poor Alignment	Instruction partially meets benchmark.
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. 	2 - Poor Alignment	Instruction partially meets benchmark.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency.	2 - Poor Alignment	Instruction partially meets benchmark.

	<p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 		
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	2 - Poor Alignment	Instruction partially meets benchmark.
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p>	2 - Poor Alignment	Instruction partially meets benchmark.

	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. 		
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. 	2 - Poor Alignment	Instruction partially meets benchmark.
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. 	2 - Poor Alignment	Instruction partially meets benchmark.

	<ul style="list-style-type: none"> • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	3 - Fair Alignment	Instruction partially meets benchmark.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	3 - Fair Alignment	Instruction partially meets benchmark.
ELA.K12.EE.3.1	Make inferences to support comprehension.	3 - Fair Alignment	Instruction partially meets benchmark.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	3 - Fair Alignment	Instruction partially meets benchmark.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	Instruction partially meets benchmark.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	Instruction partially meets benchmark.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	Instruction partially meets benchmark.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	43 were level 4 alignment and 10 were level 3 alignment.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	3 - Fair Alignment	Some of the standards are not fully met in the curriculum.

3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	The materials are more easily adaptable if using the digital version.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Sufficient details provided for students to understand the significance of topics and events.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	The complexity or difficulty has a fair alignment to the standards.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	The level of treatment of content matches the student abilities and grade level.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	3 - Fair Alignment	The complexity or difficulty of the treatment of the content could be a little rushed for the time period allowed.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	The primary and secondary sources cited reflect expert information.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	3 - Fair Alignment	The primary and secondary sources somewhat contribute to the quality of the content.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	My review did not encounter any typographical or visual errors.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	Material appeared to be free of bias and contradictions.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	Material contained concepts, standards and models used in mathematics.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	No inconsistencies or mistakes were discovered during my review.

14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Materials are up-to-date.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	The content is presented in appropriate context.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Content is appropriate and relevant context for intended learners.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	3 - Fair Alignment	In most situations, content is presented with connections to life in a context that is somewhat meaningful to students.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Materials include interdisciplinary connections.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	Multicultural representations were fair and unbiased.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	Materials portrayed people and animals with compassion, sympathy.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	There is good alignment of benchmarks and standards covered in this course.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	Many resources for teachers to use to address, supports for students in additional learning and enrichment.

2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	The components align with the curriculum and each other..
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	All materials are consistently and logically organized in the curriculum.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	The visuals engage students in reading as well as listening.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	3 - Fair Alignment	The pacing seems to be somewhat fast paced that may not allow all students to understand in the given amount of time.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	3 - Fair Alignment	There are digital tools to support students to be able to interact with the material, but no feedback after student completes one of the questions.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	There are plenty of presentation materials for this curriculum.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	Materials contain motivational strategies to maintain learner motivation, but they appear to be optional, not necessarily as part of instruction to help with engagement.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	3 - Fair Alignment	Materials have a fair amount of alignment to teaching a few "Big Ideas".
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Materials contain clear statements of outcomes.

4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	3 - Fair Alignment	Some alignment for guidance and support in materials to help students successfully become independent learners.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	There is fair alignment to support for developmental differences and various learning styles.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	The materials engage students with mostly turn and talk collaboration, few opportunities for physical activity.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	3 - Fair Alignment	Few activities provided .
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	3 - Fair Alignment	Instructional strategies provided in materials, but appear to be optional.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	The instructional strategies are effective in teaching targeted outcomes.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	3 - Fair Alignment	The materials use few assessment strategies.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	3 - Fair Alignment	The assessment strategies incorporated in the materials are somewhat effective in assessing learners' performance.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	Only a fair alignment of UDL strategies in this curriculum.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	3 - Fair Alignment	Only a fair amount of alignment to ELA expectations and MTR standards.

14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	3 - Fair Alignment	There is a fair alignment to Learning requirements.
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Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	4 - Good Alignment	Materials did not appear to have any CRT reference.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Materials did not appear to have any Culturally Responsive Teaching.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Materials did not appear to have any Social Justice as it relates to CRT.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	4 - Good Alignment	Materials did not appear to have any SEL strategies.

Reviewer's Name: Joanna Pitts

Title: HMH Florida's B.E.S.T. Into Math Accelerated 6

Publisher: Houghton Mifflin Harcourt

Author: Edward B. Burger, PhD; Juli K. Dixon, PhD; Timothy D. Kanold, PhD; Matthew R. Larson, PhD; Steven J. Leinwand, PhD

Copyright: 2023

Edition: N/A

Grade Level: 6-8

Course: [M/J Grade 6 Accelerated Mathematics](#)

Bid ID: 465

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

4 - Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

Strength - Teacher edition book and organized very well. I love the various suggestions for teachers to use for centers, differentiation, group work, prior knowledge check, etc. There are a lot of opportunities for students to practice and teachers to review and assess. The adaptive practice is a great tool to supplement when needed. The material provided makes it easy for teachers to find what they need to teach and easily differentiate lessons when needed without having to find extra materials on

their own. The lessons are not "over loaded" with information, which can cause students to become overwhelmed. The skills are taught by steps and are organized in a way to keep students engaged in the procedures being learned which can help students to understand the procedures better. Weaknesses - I did not find many weaknesses in this material - I would only say more materials for ELL students could be added or at least suggestions to help those students.

Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	4 - Good Alignment	Students are given descriptions and examples of expressions; plenty of practice to write expressions and descriptions
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of $\square < \square$. Represent the inequality on a number line.	4 - Good Alignment	Problems are written in various forms, giving students opportunities to see various representations
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	4 - Good Alignment	Lesson follows standards and benchmark clarification
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	5 - Very Good Alignment	Standard is covered completely; all properties are defined and practiced throughout the lesson.
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	3 - Fair Alignment	Equations and inequalities are dispersed throughout multiple lessons; the

			skill is connected with other benchmarks easily
MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.	5 - Very Good Alignment	Benchmark clarifications are followed; various representations of equations are used in multiple lessons. I love how this standard is spread out through multiple lessons and various strategies are used.
MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.	5 - Very Good Alignment	Standard is covered in detail; clarifications are addressed.
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	3 - Fair Alignment	Lessons have more practice with decimals than fractions; only a few fraction addition and subtraction problems found in the lessons.
MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation: □, a to b, or a:b where $b \neq 0$.	4 - Good Alignment	Real world context given; benchmark clarifications are followed.
MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	4 - Good Alignment	Benchmark is covered completely.
MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	3 - Fair Alignment	Lessons could have more practice with creating tables.

MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	4 - Good Alignment	Lesson instruction follows benchmark clarification
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	4 - Good Alignment	Problems given are real world related; various representations are used.
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	4 - Good Alignment	Lesson addresses benchmark accurately.
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	4 - Good Alignment	All measures of are covered except for range (range is addressed later in the box plot lesson).
MA.6.DP.1.3	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.	4 - Good Alignment	Real world problems are used; all parts of box plots are given in examples and practice throughout lessons.
MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.	4 - Good Alignment	Lesson uses both histograms and line plots; all vocabulary is explained and modeled in detail.
MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	5 - Very Good Alignment	Benchmark is spread out throughout multiple lessons which allow skills to build upon one another.
MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.	4 - Good Alignment	Module 18 covers all types of measures and diagrams, detailed practice for students to practice description of histograms, box plots, and line plots.

MA.6.GR.1.1	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.	4 - Good Alignment	Lesson covers standard appropriately.
MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	4 - Good Alignment	Lesson covers standard; real world problems are given to practice skill
MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	4 - Good Alignment	Benchmark clarifications are covered; instruction and examples are given in detail.
MA.6.GR.2.1	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.	5 - Very Good Alignment	Instruction includes relationship between rectangles and triangles to derive area formula and practice using the formula.
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	4 - Good Alignment	Lesson uses circles, which is a 7th grade standard but this fits in well since this is an advanced course.
MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	5 - Very Good Alignment	Students first learn how to calculate volume, then next lesson uses this to build onto finding missing dimensions.
MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	4 - Good Alignment	Standard and benchmark clarifications are covered.
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	4 - Good Alignment	Standard is covered in detail and benchmark

			clarifications are followed.
MA.6.NSO.1.2	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.	4 - Good Alignment	Benchmark clarification 1 is covered really well throughout the lessons, using different verbal comparison words.
MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.	3 - Fair Alignment	Absolute values is covered well, but lesson needs various number lines (most of them are horizontal) and more practice with absolute value of rational numbers.
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	4 - Good Alignment	Real world examples and problems are given.
MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	Lessons build upon one another (multiplication to division), benchmark clarifications are followed.
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.	4 - Good Alignment	Lessons use appropriate amount of visual models to connected to standard algorithm, lessons build upon one another to promote understanding of skill.
MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	4 - Good Alignment	Multi step problems are given throughout various lessons to connect skill with other benchmarks as well.

MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	4 - Good Alignment	Lessons connected GCF and LCM with simplifying fractions.
MA.6.NSO.3.2	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.	4 - Good Alignment	Benchmark is covered with GCF.
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	4 - Good Alignment	Material covers benchmark thoroughly.
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	4 - Good Alignment	Instruction and material connects prime factorization with other benchmark skills (GCF and distributive property).
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	4 - Good Alignment	Benchmark is covered.
MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	4 - Good Alignment	Benchmark is covered; use of number lines are extensive which is good; more manipulatives and diagrams would be useful for addition and subtraction.
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	4 - Good Alignment	Good use of models and diagrams in instruction
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	4 - Good Alignment	Good connections with previously learned skills; benchmark clarifications are addressed.
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	3 - Fair Alignment	Benchmark clarification 2 mentions rational

			coefficients; lessons need more practice with fraction coefficients.
MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.	4 - Good Alignment	Benchmark and clarifications are covered in lessons.
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	5 - Very Good Alignment	All types of percent problems are represented throughout various lessons.
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	4 - Good Alignment	Real world problems are used to solve proportion problems; also link to statistics and probability.
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	4 - Good Alignment	Benchmark clarification includes justification of appropriate measures; more opportunities for this could be added in the lesson.
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.	5 - Very Good Alignment	All types of representation is given in the lessons for students to compare data.
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	4 - Good Alignment	Standard is covered well in material.
MA.7.DP.2.1	Determine the sample space for a simple experiment.	4 - Good Alignment	Standard is covered well in material; different scenarios are given for probability.

MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	4 - Good Alignment	Instruction includes descriptions found in benchmark clarifications.
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	4 - Good Alignment	Different scenarios are used to practice skill (marbles, rolling die, etc.)
MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	4 - Good Alignment	Lesson instructs on experimental and theoretical probability as clarification suggests.
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	5 - Very Good Alignment	Lesson instruction relates area of shapes to rectangles and triangles, connecting previous skills with benchmark.
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	4 - Good Alignment	Examples given and material used in instruction covers benchmark.
MA.7.NSO.2.1	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.	4 - Good Alignment	Practice problems include exponents, absolute value, and grouping symbols. Practice problems are complex, encouraging students to think above level.
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	4 - Good Alignment	Lessons completely cover standard.
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	4 - Good Alignment	Benchmark is covered in multiple lessons.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others:	4 - Good Alignment	Tasks throughout lessons encourage students to participate in lesson by explaining

	<ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 		or sharing thinking with one another.
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. 	4 - Good Alignment	Most lessons include models and various scenarios for students to think about the problems in multiple ways. Connections are made with previous skills to help students understand the skill.
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. 	4 - Good Alignment	Instruction promotes fluency; students are encouraged to explain methods.

	<ul style="list-style-type: none"> • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 		
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	4 - Good Alignment	Spark Your Learning section in front of lessons allows students to explain and discuss their thinking with others.
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. 	4 - Good Alignment	Lessons focus on patterns to to solve problems and understand complex problems.

	<ul style="list-style-type: none"> Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. 		
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. 	4 - Good Alignment	Discussions are encouraged, explanations are encouraged throughout lessons.
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency. 	5 - Very Good Alignment	All lessons use real world and relatable problems for students to understand the importance of the skills they are learning.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Every lesson begins with a "Turn and Talk"

			question that encourages students to communicate and justify their answer.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Information and text is on grade level.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Students are encouraged to infer information about each lesson at the beginning, which give them a goal and reason for completed problems presented in the lesson.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Turn and Talk and Learning Mindset sections in the lessons allow for students to reflect on their learning and reasoning; it also encourages them to explain why their discussions are helpful.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Many opportunities given for students to show and explain their steps and work when solving problems
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Variety of questions and discussion topics are given throughout the lessons, which allows students to practice their speaking and writing skills.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary	3 - Fair Alignment	Differentiated options are given throughout teacher edition; more

	for academic success in the content area of Mathematics.		suggestions for ELL learners may be helpful.
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Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Sixth grade, as well as 7th grade standards for advanced courses, are covered well in all lessons.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	Text material is appropriate for sixth grade.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Online instruction, textbook material, extra resources are all easily adaptable.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Examples and instruction seems to all be thought out well, Turn and Talk throughout the lessons gives students opportunities to discuss learning together.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Standards are matched in the lessons; students are given complex problems to carry the standards a bit farther when appropriate.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	Lessons in text matches complexity for students in advanced courses.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	The lessons are thorough and are spaced out in a way that students can understand material in an appropriate timeframe.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	The online Adaptive Practice works well with textbook material; students can work at

		their own pace or be assigned extra assignments based on classroom lessons.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Adaptive Practice allows for extra practice; extra materials (such as reteach worksheets) are also available.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	No noticeable errors found.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	No bias found.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	Content is accurate based on standards.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	No mistakes found in material or instruction.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Instruction seems up to date with current student learning.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	Content matches standards and benchmark
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Content is appropriate for sixth grade learners.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Content is real world and relatable, giving students and understanding of the importance of what they are learning.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Students are able to make connections with other subject areas within many of the lessons.

19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	No bias or unfair information found.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	No inappropriate information found.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Benchmark and standards are clearly covered in the material.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	Many suggestions given to support students with extra lessons and activities (some require teachers to make materials, but nothing more than writing problems on index cards or post-its mostly).
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Online practice and activities given in teacher edition match with the main lessons.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Lessons are organized in a way that makes sense to the students.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	Lessons are organized and set up in a way that should keep students engaged throughout the lesson.
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Lessons are not "overloaded" with information. The instruction is organized well so students can understand content easily.

6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	3 - Fair Alignment	Students can have access to textbook digitally or in print.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	The textbook seems to be organized well and all information is easy to find and easy to read.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Turn and talk sections allow students to stay engaged. Having discussions with one another can help to motivate them to stay engaged with the instruction.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Modules are organized by Big Ideas, each lesson goes through the concepts that align with the Big Ideas.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Students are encouraged to answer questions either orally or by writing down answers about what they are learning or will be learning about.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	As students work through examples or guided problems, written instruction explains the concept further.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	Teacher edition gives suggestions for activities to support learners who need more instruction.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	Materials engaged students mentally, turn and talk could be considered physical engagement.

7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	The teacher edition includes many different suggestions to engage students and help those who need more support and extend learning for high achieving learners.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	Math problems taught by steps and explained thoroughly
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Instruction is focused on fluency and procedural knowledge.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	End of lessons have test prep
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	Students are asked to explain steps in finding answer and show steps; various assessment opportunities are given in the teacher edition
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	Teacher edition provides various differentiated learning suggestions and activities
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	Many opportunities for written and oral communication and group work.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	Various learning strategies are used throughout lessons.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	4 - Good Alignment	No CRT found in materials
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	No CRT found in materials

Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	No evidence of CRT found
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	4 - Good Alignment	No evidence of this found

A	B	C	D	E												
Bid #	Course	Title	Special Topics (Y/N)	Subject-Specific Standards Score												
1	454	Mathematics-Kindergraten (Special Topics)	Y (see below)	4.1												
2	455	Mathematics-Grade One (Standards)	N	3.8												
3	456	Mathematics-Grade Two (Special Topics)	Y(see below)	4.9												
4	459	Mathematics-Grade Five (Standards)	N	3.9												
5	465	M/J Grade 6 Accelerated Mathematics (Standards)	N	3.8												
6	470	Pre-Calculus Honors (Special Topics)	Y(see below)	4.8												
7	471	Pre-Calculus Honors (Special Topics)	Y(see below)	4.2												
8		Functions Modeling Change														
9																
10																
11		Bid #454-Kindergraten														
12	Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	3 - Fair Alignment	The section "supporting all learners" contains references to peoples/cultures/equity in the TE.													
13		Bid #456-Grade Two														
14	Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	3 - Fair Alignment	Attempts at multicultural teaching is evident. Ex - types of housing for different groups of people.													
15		Bid # 470-Precalculus Honors														
16	1. Section 1.2 #91-92 shows chart: global Carbon Emissions from Fossil Fuel Burning. Both say there is climate change but data doesn't show how burning fossil fuels relates to climate change and global warming. No source for data.	<p>For Exercises 91 and 92, refer to the following table:</p> <table border="1"> <thead> <tr> <th>YEAR</th> <th>MILLIONS OF TONS OF CARBON</th> </tr> </thead> <tbody> <tr> <td>1900</td> <td>500</td> </tr> <tr> <td>1925</td> <td>1000</td> </tr> <tr> <td>1950</td> <td>1500</td> </tr> <tr> <td>1975</td> <td>5000</td> </tr> <tr> <td>2000</td> <td>7000</td> </tr> </tbody> </table> <p>91. Climate Change: Global Warming. What is the average rate of change in global carbon emissions from fossil fuel burning from</p> <p>a. 1900 to 1950?</p> <p>b. 1950 to 2000?</p> <p>▶ Answer</p> <p>92. Climate Change: Global Warming. What is the average rate of change in global carbon emissions from fossil fuel burning from</p> <p>a. 1950 to 1975?</p> <p>b. 1975 to 2000?</p> <p>▶ Solution</p>	YEAR	MILLIONS OF TONS OF CARBON	1900	500	1925	1000	1950	1500	1975	5000	2000	7000		
YEAR	MILLIONS OF TONS OF CARBON															
1900	500															
1925	1000															
1950	1500															
1975	5000															
2000	7000															
17																

Sent: Thursday, April 21, 2022 11:43 AM EDT

To: Nicole Sheppard <nshppard@bfpwpub.com> <Nicole Sheppard <nshppard@bfpwpub.com>>; Seeds, Cathy; Baumbach, Amber; Cindy Rabinowitz <crabinowitz@bfpwpub.com> <Cindy Rabinowitz <crabinowitz@bfpwpub.com>>; Claire Thompson <cthompson@bfpwpub.com> <Claire Thompson <cthompson@bfpwpub.com>>; Jennifer Cawsey <jcawsey@bfpwpub.com> <Jennifer Cawsey <jcawsey@bfpwpub.com>>; Stoll, Tonya <Tonya.Stoll@macmillan.com>

Subject: RE: Appeal for Statistics and Probability Through Applications

Attachment(s): "BFW-Appeals K-12

Mathematics.xlsx", "image001.png", "image002.jpg", "image003.jpg", "image004.jpg", "image005.jpg", "image006.jpg", "image007.jpg", "image008.jpg", "image009.jpg"

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Hamilton, Lauren

Sent: Wednesday, April 20, 2022 3:27 PM

To: Nicole Sheppard <nshppard@bfpwpub.com>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Cindy Rabinowitz <crabinowitz@bfpwpub.com>; Claire Thompson <cthompson@bfpwpub.com>; Jennifer Cawsey <jcawsey@bfpwpub.com>; Stoll, Tonya <Tonya.Stoll@macmillan.com>

Subject: RE: Appeal for Statistics and Probability Through Applications

Hi Nicole,

Thank you for speaking with me this afternoon. We look forward to working with you during the appeals process and please reach out if you have any additional questions.

Thanks again,
Lauren

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From: Nicole Sheppard <nshppard@bfpwpub.com>

Sent: Monday, April 18, 2022 3:51 PM

To: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Cindy Rabinowitz <crabinowitz@bfpwpub.com>; Claire Thompson <cthompson@bfpwpub.com>; Jennifer Cawsey <jcawsey@bfpwpub.com>; Stoll, Tonya <Tonya.Stoll@macmillan.com>

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Thank you for the help and have a good evening!

Nicole Sheppard Terzis | Senior Sales Manager | C 732.779.1851 | T 866.843.3715 x1751



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A	B	C	D
1	Course	Title	Special Topics (Y/N)
2	408 Probability and Statistics Honors (Special Topics)	Statistics and Probability with Applications	Y
3			
4			
5			
6			
7			
8			
9	Special Topic Evidence		
10	Bid 408-Probability and Statistics Honors		
11	Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5- Very Good Alignment	CRT not in instructional materials- Look at Additional Questions 10.1 Response Bias in Activities and Due Dates

	E	F	G	H	I	J	K	L	M	N
1	Standards Score	Emailed De	Evaluations	Appeal File	What Needs	Negotiation	Changes dur	Content Spec	Specialist	Review Sent:
2	4.6									
3										
4										
5										
6										
7										
8										
9										
10										
11										

BFW

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Thursday, April 21, 2022 11:43 AM EDT

To: Nicole Sheppard; Seeds, Cathy; Baumbach, Amber; Cindy Rabinowitz; Claire Thompson; Jennifer Cawsey; Stoll, Tonya

Subject: RE: Appeal for Statistics and Probability Through Applications

Attachment(s): "BFW-Appeals K-12

Mathematics.xlsx", "image001.png", "image010.jpg", "image011.jpg", "image012.jpg", "image013.jpg"

Good morning,

Thank you so much for your inquiry. Attached is our initial findings from the review process of both standards alignment (full evaluations for materials attached) and any special topics findings. Only materials and standards that were rated at a 3-Fair or below, are of interest for the purpose of non-adoption. All findings are attached to this email and we welcome further conversation regarding these findings and ensuring all your materials are appropriate for Florida classrooms.

Also, please advise if you believe you have proprietary materials of a nature that would prevent the department from disclosing them as public records. If so, please identify the grounds for that claim.

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	A	B	C	D
1	Bid #	Course	Title	Special Topics (Y/N)
2	408	Probability and Statistics Honors (Special Topics)	Statistics and Probability with Applications	Y
3				
4				
5				
6				
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9		Special Topic Evidence		
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4										
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6										
7										
8										
9										
10										
11										

BFW

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Wednesday, April 20, 2022 3:26 PM EDT

To: Nicole Sheppard; Seeds, Cathy; Baumbach, Amber; Rivers1, Angelia; Cindy Rabinowitz; Claire Thompson; Jennifer Cawsey; Stoll, Tonya

Subject: RE: Appeal for Statistics and Probability Through Applications

Attachment(s): "image001.png", "image006.jpg", "image007.jpg", "image008.jpg", "image009.jpg"

Hi Nicole,

Thank you for speaking with me this afternoon. We look forward to working with you during the appeals process and please reach out if you have any additional questions.

Thanks again,
Lauren

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From: Jennifer Cawsey <jcawsey@bfpwpub.com>

Sent: Thursday, April 21, 2022 5:43 PM EDT

To: Hamilton; Lauren

CC: Nicole Sheppard; Seeds, Cathy; Baumbach, Amber; Cindy Rabinowitz; Claire Thompson; Stoll, Tonya

Subject: Re: Appeal for Statistics and Probability Through Applications

Attachment(s): "image001.png", "image010.jpg", "image011.jpg", "image012.jpg", "image013.jpg"

Hi Lauren,

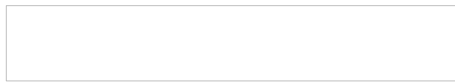
My colleague Tonya sent along the appeal document via email earlier today and via UPS set to arrive tomorrow.

We look forward to speaking with you and coming to a resolution to allow SPA to be accepted to the approved list. Is this something you will arrange at your end?

Thank you!

Jen

JEN CAWSEY | Director of Sales - High School | C 778.835.1249
Pronouns | (She|Her|Hers)



Questions about using our digital products? Find answers in our new [Support Community!](#)

On Thu, 21 Apr 2022 at 08:43, Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

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We are having a hard time putting together our appeal to the state without information as to why our title *Statistics and Probability Through Applications* was rejected for the Honors Statistics and Probability course. From where we sit we are almost perfectly aligned, have no questionable coverage and the title is not based on Common Core so we're not only puzzled by the decision but having a hard time putting together an appeal. How can this information be made available to

us so we can best address the state in a timely manner?

Thank you for the help and have a good evening!

Nicole Sheppard Terzis | Senior Sales Manager | **C** 732.779.1851 | **T** 866.843.3715 x1751

--	--	--	--

[Who We Are](#) | [Our Community](#) | [Diversity, Equity & Inclusion](#) | [Support](#)

From: Claire Thompson <cthompson@bfpwpub.com>

Sent: Tuesday, April 26, 2022 1:34 PM EDT

To: Hamilton; Lauren

CC: Baumbach, Amber; Cindy Rabinowitz; Jennifer Cawsey; Nicole Sheppard; Richmond, James; Rivers1, Angelia; Seeds, Cathy; Stoll, Tonya

Subject: Re: BFW - initial appeal call

Attachment(s):

"image001.png", "image003.png", "image004.jpg", "image007.jpg", "image008.jpg", "image009.jpg", "BFW_Appeal_Ann.xlsx", "Florida Math Digital Review.docx"

Lauren,

I have attached the spreadsheet for our appeal as well as the document with access instructions for SaplingPlus. Please let me know if you need anything else.

I know that you all are working around the clock - do you have any idea of the timeline for a response from the State?

We all appreciate your guidance through this process.

Best,

Claire Thompson

On Mon, Apr 25, 2022 at 3:50 PM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Hi Claire,

Thank you for speaking with us!

Please see the attached spreadsheet and let me know if you have any questions along the way,

Lauren

Lauren Hamilton

Instructional Materials Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street, Suite 424

Tallahassee, FL 32399-0400

850-245-0882 Office

850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Claire Thompson <cthompson@bfpwpub.com>

Sent: Monday, April 25, 2022 3:12 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Cindy Rabinowitz <crabinowitz@bfpwpub.com>; Jennifer Cawsey <jcawsey@bfpwpub.com>; Nicole Sheppard <nsheppard@bfpwpub.com>; Richmond, James <James.Richmond@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Stoll, Tonya <Tonya.Stoll@macmillan.com>

Subject: Re: BFW - initial appeal call

Lauren,

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Thank you!

Claire Thompson

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Hello everyone,

Please see the attached evaluations for BFW's Probability and Statistics bid for your records.

We look forward to speaking with you soon.

Lauren

Lauren Hamilton

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From: Jennifer Cawsey <jcawsey@bfpwpub.com>

Sent: Friday, April 22, 2022 2:33 PM

To: Baumbach, Amber <Amber.Baumbach@fldoe.org>

Cc: Nicole Sheppard <nsheppard@bfpwpub.com>; Cindy Rabinowitz <crabinowitz@bfpwpub.com>; Claire Thompson <cthompson@bfpwpub.com>; Stoll, Tonya <Tonya.Stoll@macmillan.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: Re: BFW - initial appeal call

Hi Amber,

Thanks for the update. We look forward to chatting.

Jen

JEN CAWSEY | Director of Sales - High School | C 778.835.1249
Pronouns | (She|Her|Hers)



Questions about using our digital products? Find answers in our new [Support Community!](#)

On Fri, 22 Apr 2022 at 10:44, Baumbach, Amber <Amber.Baumbach@fldoe.org> wrote:

Hi Jen,

I apologize for the change but we have encountered a conflict with your scheduled appeal call. Please see the link below, your call is now scheduled for **12:00PM** (EST) on Monday, April 25th. Sorry for the change!

Bedford, Freeman and Worth - appeal
Mon, Apr 25, 2022 12:00 PM - 12:30 PM (EDT)

Please join my meeting from your computer, tablet or smartphone.
<https://meet.goto.com/466498565>

You can also dial in using your phone.
United States (Toll Free): [1 877 309 2073](tel:18773092073)
United States: [+1 \(646\) 749-3129](tel:+16467493129)

Access Code: 466-498-565

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Meeting ID: 466 498 565
Or dial directly: [466498565@67.217.95.2](tel:466498565@67.217.95.2) or 67.217.95.2##466498565

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Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
[325 West Gaines Street](#)
[Tallahassee, FL 32399-0400](#)

DOE email signature

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To: Baumbach, Amber <Amber.Baumbach@fldoe.org>

Cc: Nicole Sheppard <nsheppard@bfpwpub.com>; Cindy Rabinowitz <crabinowitz@bfpwpub.com>; Claire Thompson <cthompson@bfpwpub.com>; Stoll, Tonya <Tonya.Stoll@macmillan.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: Re: BFW - initial appeal call

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Jen

JEN CAWSEY | Director of Sales - High School | **C** 778.835.1249
Pronouns | (She|Her|Hers)

Questions about using our digital products? Find answers in our new [Support Community!](#)

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Thank you,

Amber Baumbach

Library Media & Instructional Materials Program Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

[325 West Gaines Street](#)

[Tallahassee, FL 32399-0400](#)

850-245-9115

DOE email signature

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Claire Thompson | Sales Representative- Florida, Alabama & Mississippi | **C** 919.815.7785

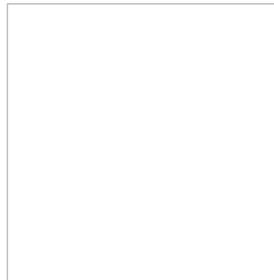
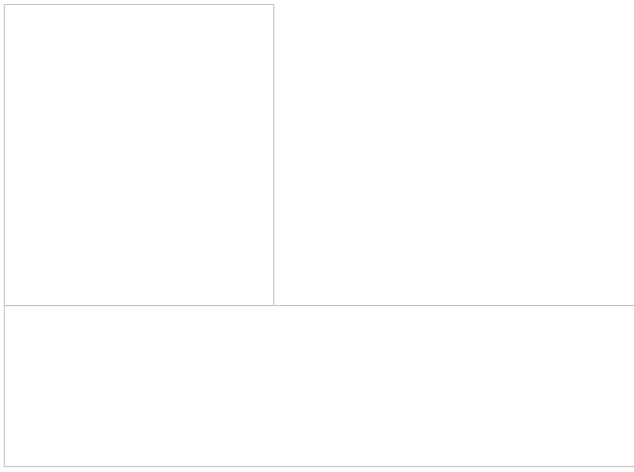


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Claire Thompson | Sales Representative- Florida, Alabama & Mississippi | **C** 919.815.7785



	A	B	C	D	E	F	G	H	I	
1	COURSE _____									
2	BID _____									
3	Standard Below 3 (if applicable)	Special Topic Concern (if applicable)	Publisher Correction	Link to correction in materials						
4		CRT not in instructional materials- Look at Additional Questions 10.1 Response Bias in Activities and Due Dates	We have responded to the concern by changing the context of the Additional Question in the optional Sapling Plus program about Response Bias in Activities in section 10.1. This change has been made to our national bank of Sapling questions. The new context of Question ID: 3141896 now addresses response bias by looking at an experiment designed to determine if the breed of dog being walked by the interviewer can influence how people respond to the survey question: "Do you like dogs?"	See attached document for access to our digital platform- Sapling Plus						
5										
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11										
12										
13		Response Bias								
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16	QUESTION VIEW	SOLUTION	INCORRECT FEEDBACK - 1	DEFAULT FEEDBACK						
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Can an interviewer influence how people respond to the survey question, "Do you like dogs?" carried out an experiment. As each person approached, Jason flipped a coin. If it landed on heads, he asked the person if they like dogs. If the coin landed on tails, Jason picked up a clipboard and asked the person if they like dogs. Of the 50 people that Jason surveyed while holding his puppy, 35 said "Yes," while 11 of the 40 people that Jason surveyed while holding his puppy said "Yes." Let p_1 = the true proportion of people like the ones in this study when Jason is holding his puppy and p_2 = the true proportion of people like the ones in this study when Jason is holding a clipboard.

Construct and interpret a 90% confidence interval for the difference in the proportion of people like dogs when Jason is holding his puppy or a clipboard.

- (0.299, 0.601)
- We are 90% confident that the interval from 0.299 to 0.601 captures $p_1 - p_2$ = the true difference in the proportion of people like dogs when Jason is holding his puppy and p_2 = the true proportion of people like the ones in this study who would say they like dogs when Jason is holding a clipboard.
- (0.270, 0.630)
- We are 90% confident that the interval from 0.270 to 0.630 captures $p_1 - p_2$ = the true difference in the proportion of people like dogs when Jason is holding his puppy and p_2 = the true proportion of people like the ones in this study who would say they like dogs when Jason is holding a clipboard.

	J	K	L	M	N	O	P
	Reviewer Evaluation Scale: 5- Very Good 4- Good 3- Fair 2- Poor 1- Very Poor/No Alignment						
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18	To answer this question, Jason						
19	asks, Jason picked up his puppy and						
20	asked the person if they like dogs.						
21	4 people that Jason surveyed while						
22	studying who would say they like dogs						
23	and why who would say they like dogs						
24	and why who would say they like dogs						
25	and why who would say they like dogs						
26	and why who would say they like dogs						
27	and why who would say they like dogs						
28	people like these who would say they						
29	like these who would say they						
30	like these who would say they						
31	like these who would say they						
32	difference in the proportions of						
33	is puppy or a clipboard.						
34	difference in the proportions of						
35	is puppy or a clipboard.						
36	difference in the proportions of						
37	is puppy or a clipboard.						

Statistics and Probability with Applications 4E

ID: 3141896

Try Again

	A	B	C	D	E	F	G	H	I	
38										
39										
40										
41										
42				<input type="radio"/> (-0.299, -0.601) We are 90% confident that the interval from 0.299 to 0.601 captures $p_1 - p_2$ = the true people like the ones in this study who would say they like dogs when Jason is holding th						
				<input type="radio"/> This confidence interval should not be computed because the conditions are not met.						

	J		K		L		M		N		O		P
38	difference in the proportions of												
39	is puppy or a clipboard.												
40													
41													
42													

Florida Math Digital Review

*If you are ever prompted to change your password or have issues logging in, please email adoptions@bfwpub.com

SaplingPlus contains an interactive and downloadable ebook, resources for both students and teachers, and assessment.

<https://hs.saplinglearning.com/ibiscms/login/>
Username: FloridaMathReview@bfwpub.com
PW: Review2021!

Instructions:

- 1) Go to the link above and enter in credentials
- 2) When you log in, you will see math textbook titles listed. Click on the book title(s) that you are reviewing.
- 3) The student edition ebook can be found on the right side -- click on the book's cover. The teacher ebook is in the center--click on "Annotated Teacher's Edition" **to see the full teacher's edition.**
- 4) In the center, click on the word "student resources" with the link icon next to it to see the student resources. Click on "teacher's resources" – **this is where you can review the teacher materials that are part of the teacher package.**
- 5) Scroll down and you will **see pre-made homework.** Click on any to see the problems. Click on the green box that says "student preview". You may need to also click on "clear attempts and launch" if another box pops up.
- 6) To learn more about accessing Sapling please read these instructions:

<https://community.macmillan.com/docs/DOC-5720-sapling-learning-online-training>

From: Jennifer Cawsey <jcawsey@bfwpub.com>

Sent: Monday, May 02, 2022 12:22 PM EDT

To: Hamilton; Lauren

CC: Claire Thompson; Baumbach, Amber; Cindy Rabinowitz; Nicole Sheppard; Richmond, James; Rivers1, Angelia; Seeds, Cathy; Stoll, Tonya

Subject: Re: BFW - initial appeal call

Attachment(s): "image001.png", "image002.jpg", "image003.png", "image004.jpg", "image005.jpg"

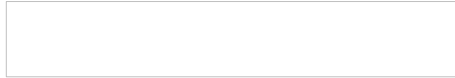
Thanks Lauren, this is fantastic news! We appreciate your partnership throughout this process.

All the best,

Jen

JEN CAWSEY | Director of Sales - High School | ☎ 778.835.1249

Pronouns | (She|Her|Hers)



Questions about using our digital products? Find answers in our new [Support Community!](#)

On Fri, 29 Apr 2022 at 13:46, Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Hi Claire,

We are pleased to announce that BFW's probability and statistics course is now adopted and added to our recommended list!

The documents should reflect on our website shortly.

Thanks,
Lauren

Lauren Hamilton

Instructional Materials Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

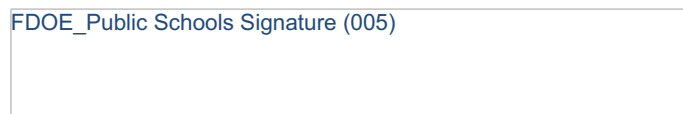
325 West Gaines Street, Suite 424

Tallahassee, FL 32399-0400

850-245-0882 Office

850-245-0826 Fax

FDOE_Public Schools Signature (005)



From: Claire Thompson <cthompson@bfwpub.com>

Sent: Friday, April 29, 2022 12:40 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Cindy Rabinowitz <crabinowitz@bfwpub.com>; Jennifer Cawsey <jcawsey@bfwpub.com>; Nicole Sheppard <nsheppard@bfwpub.com>; Richmond, James <James.Richmond@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Stoll, Tonya

<Tonya.Stoll@macmillan.com>

Subject: Re: BFW - initial appeal call

Hi Lauren,

I hope you have had a great week. I wanted to touch base with you to see if there was any idea of a timeline for hearing back about our appeal.

I appreciate your time!

Best,

Claire Thompson

On Tue, Apr 26, 2022 at 1:52 PM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Thanks for sending this in, Claire.

We will review and reach out with next steps soon.

Thanks,
Lauren

Lauren Hamilton

Instructional Materials Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

[325 West Gaines Street, Suite 424](#)

[Tallahassee, FL 32399-0400](#)

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Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: Re: BFW - initial appeal call

Hi Amber,

Thanks for the update. We look forward to chatting.

Jen

JEN CAWSEY | Director of Sales - High School | ☎ 778.835.1249
Pronouns | (She|Her|Hers)

Image removed by sender.

Questions about using our digital products? Find answers in our new [Support Community!](#)

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Thank you,

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Library Media & Instructional Materials Program Specialist

Bureau of Standards and Instructional Support

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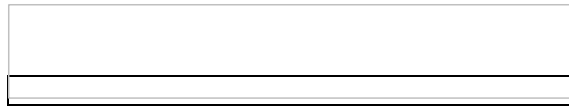
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Pronouns | (She|Her|Hers)



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Thank you,

Amber Baumbach

Library Media & Instructional Materials Program Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

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[Tallahassee, FL 32399-0400](#)

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DOE email signature

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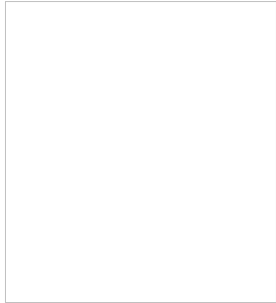
Claire Thompson | Sales Representative- Florida, Alabama & Mississippi | C 919.815.7785

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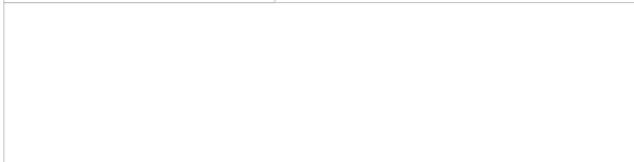
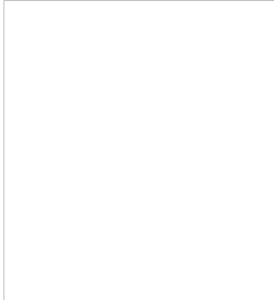
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Claire Thompson | Sales Representative- Florida, Alabama & Mississippi | C 919.815.7785



--

Claire Thompson | Sales Representative- Florida, Alabama & Mississippi | C 919.815.7785



From: Jennifer Cawsey <jcawsey@bfwpub.com>

Sent: Friday, April 22, 2022 12:43 PM EDT

To: Baumbach; Amber

CC: Nicole Sheppard; Cindy Rabinowitz; Claire Thompson; Stoll, Tonya; Richmond, James; Seeds, Cathy; Hamilton, Lauren; Rivers1, Angelia

Subject: Re: BFW - initial appeal call

Attachment(s): "image001.png"

Thank you. We will forward to the appropriate parties at our end and look forward to connecting on Monday.

Jen

JEN CAWSEY | Director of Sales - High School | C 778.835.1249

Pronouns | (She|Her|Hers)



Questions about using our digital products? Find answers in our new [Support Community!](#)

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Mon, Apr 25, 2022 11:00 AM - 11:30 AM (EDT)

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Thank you,

Amber Baumbach

Library Media & Instructional Materials Program Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street

Tallahassee, FL 32399-0400

850-245-9115

DOE email signature

From: Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>
Sent: Friday, April 22, 2022 1:44 PM EDT
To: Jennifer Cawsey
CC: Nicole Sheppard; Cindy Rabinowitz; Claire Thompson; Stoll, Tonya; Richmond, James; Seeds, Cathy; Hamilton, Lauren; Rivers1, Angelia
Subject: RE: BFW - initial appeal call
Attachment(s): "image001.png", "image003.jpg"

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Florida Department of Education
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Tallahassee, FL 32399-0400
850-245-9115

DOE email signature

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Monday, April 25, 2022 3:50 PM EDT

To: Claire Thompson

CC: Baumbach, Amber; Cindy Rabinowitz; Jennifer Cawsey; Nicole Sheppard; Richmond, James; Rivers1, Angelia; Seeds, Cathy; Stoll, Tonya

Subject: RE: BFW - initial appeal call

Attachment(s): "Publisher Appeal

Template.xlsx", "image001.png", "image003.png", "image004.jpg", "image007.jpg", "image008.jpg", "image009.jpg"

Hi Claire,

Thank you for speaking with us!

Please see the attached spreadsheet and let me know if you have any questions along the way,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Claire Thompson <cthompson@bfwpub.com>

Sent: Monday, April 25, 2022 3:12 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Cindy Rabinowitz <crabinowitz@bfwpub.com>; Jennifer Cawsey <jcawsey@bfwpub.com>; Nicole Sheppard <nsheppard@bfwpub.com>; Richmond, James <James.Richmond@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Stoll, Tonya <Tonya.Stoll@macmillan.com>

Subject: Re: BFW - initial appeal call

Lauren,

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Thank you!

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Lauren

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Subject: Re: BFW - initial appeal call

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Pronouns | (She|Her|Hers)

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Seeds, Cathy <Cathy.Seeds@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

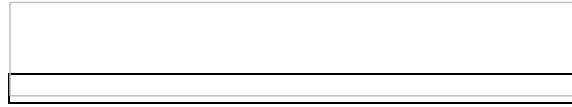
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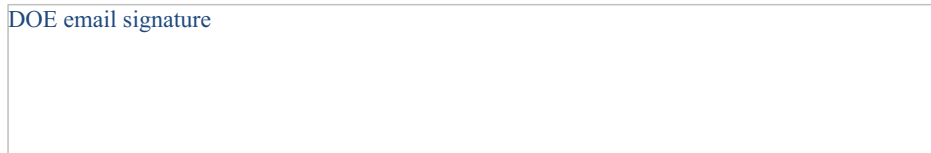
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--
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3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction		Link to correction in materials					
4										
5										
6										
7										
8										

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CC: Baumbach, Amber; Cindy Rabinowitz; Jennifer Cawsey; Nicole Sheppard; Richmond, James; Rivers1, Angelia; Seeds, Cathy; Stoll, Tonya

Subject: Re: BFW - initial appeal call

Attachment(s): "image002.png", "image003.jpg", "image001.png"

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Pronouns | (She|Her|Hers)



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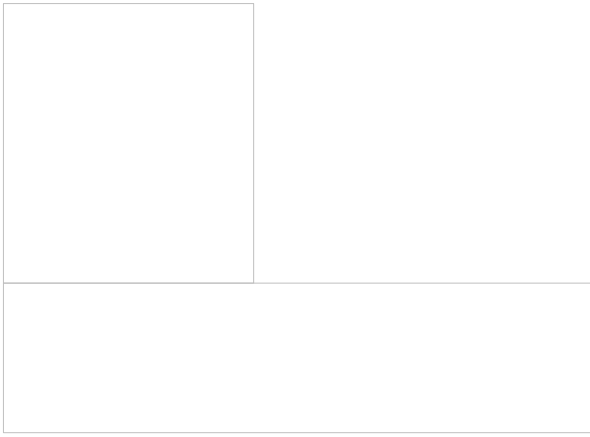
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Sent: Monday, April 25, 2022 11:44 AM EDT

To: Jennifer Cawsey; Baumbach, Amber

CC: Nicole Sheppard; Cindy Rabinowitz; Claire Thompson; Stoll, Tonya; Richmond, James; Seeds, Cathy; Rivers1, Angelia

Subject: RE: BFW - initial appeal call

Attachment(s): "Bid 408.pdf", "image001.png", "image002.png", "image003.jpg"

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[DOE email signature](#)

Reviewer's Name: Rebecca Lee

Title: Statistics and Probability with Applications

Publisher: Bedford, Freeman and Worth Publishing Group

Author: Daren Starnes

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Edition: 4th

Grade Level: 9-12

Course: [Probability and Statistics Honors](#)

Bid ID: 408

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

4 - Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

Most of the standards were rated at a 4 or 5. Only a few standards did I rate low based on not being included in the materials. The book includes activities, applets, calculator notes, examples and homework problems.

Standard

Description

Reviewer
Rating

Rating Justification

MA.912.DP.1.1	Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate.	5 - Very Good Alignment	Lots of examples, plenty of questions in assignments, applet
MA.912.DP.1.2	Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display.	5 - Very Good Alignment	Lots of examples, plenty of questions in assignments
MA.912.DP.1.3	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.	4 - Good Alignment	Examples and questions for homework are provided
MA.912.DP.1.4	Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation.	4 - Good Alignment	Examples, questions for homework, and applet are provided
MA.912.DP.1.5	Interpret the margin of error of a mean or percentage from a data set. Interpret the confidence level corresponding to the margin of error.	5 - Very Good Alignment	Examples, questions for homework, and applet (simulation) are provided
MA.912.DP.2.1	For two or more sets of numerical univariate data, calculate and compare the appropriate measures of center and measures of variability, accounting for possible effects of outliers. Interpret any notable features of the shape of the data distribution.	5 - Very Good Alignment	Simulation example (pennies activity), examples, questions for homework, warning provided, graphing calculator directions provided, about using statistical software for interquartile range, and applet are provided
MA.912.DP.2.2	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate.	4 - Good Alignment	Applet, examples, teaching tips and homework provided

MA.912.DP.2.3	Estimate population percentages from data that has been fit to the normal distribution.	4 - Good Alignment	Examples and homework problems provided
MA.912.DP.2.4	Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.	4 - Good Alignment	Great tips on using the graphing calculator (didn't see any directions for the Nspire), applet example, examples and homework provided
MA.912.DP.2.5	Given a scatter plot that represents bivariate numerical data, assess the fit of a given linear function by plotting and analyzing residuals.	4 - Good Alignment	Everyday statistics note will be helpful, Bellringer is weak, Stats medic activity provided, examples and homework provided
MA.912.DP.2.6	Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context.	4 - Good Alignment	Guess the correlation applet is great, instead of giving the data for the candy activity maybe it could be included in the book as a lab, examples and homework provided
MA.912.DP.2.7	Compute the correlation coefficient of a linear model using technology. Interpret the strength and direction of the correlation coefficient.	3 - Fair Alignment	Applet for calculating the correlation coefficient but I didn't see graphing calculator instructions. Examples and homework provided
MA.912.DP.2.9	Fit an exponential function to bivariate numerical data that suggests an exponential association. Use the model to solve real-world problems in terms of the context of the data.	1 - Very Poor/No Alignment	According to the standard students are to use logs to straighten the data. I didn't see any examples of this.
MA.912.DP.3.1	Construct a two-way frequency table summarizing bivariate categorical data.	2 - Poor Alignment	The standard calls for interpretation of joint

	Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.		and marginal frequencies. I could not find either. There is problems on creating a two-way table.
MA.912.DP.3.2	Given marginal and conditional relative frequencies, construct a two-way relative frequency table summarizing categorical bivariate data.	4 - Good Alignment	Good examples and homework problems
MA.912.DP.3.3	Given a two-way relative frequency table or segmented bar graph summarizing categorical bivariate data, interpret joint, marginal and conditional relative frequencies in terms of a real-world context.	3 - Fair Alignment	Conditional frequencies are taught but not joint or marginal.
MA.912.DP.3.4	Given a relative frequency table, construct and interpret a segmented bar graph.	4 - Good Alignment	Examples, applet and homework included
MA.912.DP.3.5	Solve real-world problems involving univariate and bivariate categorical data.	4 - Good Alignment	All parts of the standard are met except the circle graph in clarification 3.
MA.912.DP.4.1	Describe events as subsets of a sample space using characteristics, or categories, of the outcomes, or as unions, intersections or complements of other events.	4 - Good Alignment	Examples and homework are provided
MA.912.DP.4.2	Determine if events A and B are independent by calculating the product of their probabilities.	4 - Good Alignment	Examples and homework are provided
MA.912.DP.4.3	Calculate the conditional probability of two events and interpret the result in terms of its context.	5 - Very Good Alignment	Examples, online activity (Mr Gallas) and homework are provided
MA.912.DP.4.4	Interpret the independence of two events using conditional probability.	4 - Good Alignment	Examples and homework are provided
MA.912.DP.4.5	Given a two-way table containing data from a population, interpret the joint and marginal relative frequencies as empirical probabilities	3 - Fair Alignment	Vocabulary is missing (joint and marginal frequencies)

	and the conditional relative frequencies as empirical conditional probabilities. Use those probabilities to determine whether characteristics in the population are approximately independent.		
MA.912.DP.4.6	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.	4 - Good Alignment	Examples and homework are provided
MA.912.DP.4.7	Apply the addition rule for probability, taking into consideration whether the events are mutually exclusive, and interpret the result in terms of the model and its context.	4 - Good Alignment	Examples, online activity and homework are provided
MA.912.DP.4.8	Apply the general multiplication rule for probability, taking into consideration whether the events are independent, and interpret the result in terms of the context.	4 - Good Alignment	Examples and homework are provided
MA.912.DP.4.9	Apply the addition and multiplication rules for counting to solve mathematical and real-world problems, including problems involving probability.	4 - Good Alignment	Examples and homework are provided
MA.912.DP.4.10	Given a mathematical or real-world situation, calculate the appropriate permutation or combination.	5 - Very Good Alignment	Examples, applet, graphing calculator instructions and homework are provided
MA.912.DP.5.1	Distinguish between a population parameter and a sample statistic.	4 - Good Alignment	Examples and homework are provided
MA.912.DP.5.2	Explain how random sampling produces data that is representative of a population.	5 - Very Good Alignment	Examples, lab type activity (Federalist papers) and homework are provided
MA.912.DP.5.3	Compare and contrast sampling methods.	5 - Very Good Alignment	Examples, applet (sunflowers) and homework are provided

MA.912.DP.5.4	Generate multiple samples or simulated samples of the same size to measure the variation in estimates or predictions.	5 - Very Good Alignment	Examples, lab type activity (spinner) and homework are provided
MA.912.DP.5.5	Determine if a specific model is consistent within a given process by analyzing the data distribution from a data-generating process.	4 - Good Alignment	Examples, applet and homework are provided
MA.912.DP.5.6	Determine the appropriate design, survey, experiment or observational study, based on the purpose. Articulate the types of questions appropriate for each type of design.	4 - Good Alignment	Examples and homework are provided
MA.912.DP.5.7	Compare and contrast surveys, experiments and observational studies.	4 - Good Alignment	Examples and homework are provided
MA.912.DP.5.8	Draw inferences about two populations using data and statistical analysis from two random samples.	5 - Very Good Alignment	Examples, applet, graphing calculator instructions and homework are provided
MA.912.DP.5.9	Compare two treatments using data from an experiment in which the treatments are assigned randomly.	5 - Very Good Alignment	Examples, applet, graphing calculator instructions and homework are provided
MA.912.DP.5.10	Determine whether differences between parameters are significant using simulations.	4 - Good Alignment	Examples and homework are provided
MA.912.DP.5.11	Evaluate reports based on data from diverse media, print and digital resources by interpreting graphs and tables; evaluating data-based arguments; determining whether a valid sampling method was used; or interpreting provided statistics.	4 - Good Alignment	Examples and homework are provided
MA.912.DP.6.1	Define a random variable for a quantity of interest by assigning a numerical value to each individual outcome in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.	4 - Good Alignment	Examples, good example in everyday stats and homework are provided

MA.912.DP.6.2	Develop a probability distribution for a discrete random variable using theoretical probabilities. Find the expected value and interpret it as the mean of the discrete distribution.	4 - Good Alignment	Examples and homework are provided
MA.912.DP.6.3	Develop a probability distribution for a discrete random variable using empirical probabilities. Find the expected value and interpret it as the mean of the discrete distribution.	3 - Fair Alignment	Not enough practice with this standard
MA.912.DP.6.4	Given a binomial distribution, calculate and interpret the expected value. Solve real-world problems involving binomial distributions.	5 - Very Good Alignment	Examples, activity (pop quiz) and homework are provided
MA.912.DP.6.5	Solve real-world problems involving geometric distributions.	1 - Very Poor/No Alignment	Not included in the book only activities on statmedic.
MA.912.DP.6.7	Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values and standard deviations. Evaluate and compare strategies on the basis of the calculated expected values and standard deviations.	4 - Good Alignment	Examples and homework are provided
MA.912.DP.6.8	Apply probabilities to make fair decisions, such as drawing from lots or using a random number generator.	5 - Very Good Alignment	Examples, applet and homework are provided
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. 	5 - Very Good Alignment	Lots of applets and activities provided

	<ul style="list-style-type: none"> • Help and support each other when attempting a new method or approach. 		
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 	5 - Very Good Alignment	Lots of examples, applets and activities provided
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 	4 - Good Alignment	Lots of examples and homework are provided

<p>MA.K12.MTR.4.1</p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	<p>5 - Very Good Alignment</p>	<p>Lots of examples, applets and activities provided</p>
<p>MA.K12.MTR.5.1</p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. 	<p>5 - Very Good Alignment</p>	<p>Lots of examples, applets and activities provided</p>
<p>MA.K12.MTR.6.1</p>	<p>Assess the reasonableness of solutions.</p>	<p>4 - Good Alignment</p>	<p>Lots of questions and activities provided</p>

	<p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. 		
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	5 - Very Good Alignment	Lots of examples, applets and activities provided
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Lots of examples, applets and activities provided
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	The book is very clear with directions and examples.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Lots of inferences are made throughout the book.

ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Lots of examples, applets and activities provided
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Direction and problems are clear.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Direction and problems are clear.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	The glossary includes both English and Spanish words.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	The majority of the standards I rated a 4 or 5.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	The majority of the standards I rated a 4 or 5.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	The majority of the standards I rated a 4 or 5.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Lots of examples, applets, activities and homework.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	The questions and examples are on the level of the standards.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	The questions and examples are on the level of the grade level and students abilities
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	The book will allow for the standards to be finished for school year.

8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Great examples and sources provided.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Great examples and sources provided.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	The content is accurate.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	Content seems to be free of bias.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	The content provides examples from everyday life.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	The content uses a lot of real life data.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	The content uses a lot of real life data.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	The content is appropriate and relevant based on the examples and homework.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	The questions are at an appropriate level for high school students.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	The content uses a lot of real life data.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	The content uses a lot of real life data that are appropriate to other subjects.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	Names and examples represent all cultures

20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	There is no hard-core porn. Examples are appropriate.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	The benchmarks and standards are covered.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	Lots of examples, calculator notes, activities and applets.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Lots of examples, calculator notes, activities and applets.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	The material is in a logical order.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	Videos and examples are appropriate.
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	The pacing is appropriate.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	The students can highlight in the book, have the text read and enlarge the print. The print on the applets can not be adjusted. Video instructions are provided.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Lots of resources provided.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Lots of real life examples, pictures and graphs.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	All the big ideas are thoroughly covered.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	All directions and examples are clear.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	Written instructions, video instructions and video explanations are provided.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Written instructions, video instructions and video explanations are provided.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Applet and activities are provided.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	Activities are real life and help the students make connections.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Applet, activities, graphing calculator activities and homework are provided.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Applet, activities, graphing calculator activities, examples and homework are provided.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	assessment is appropriate
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	assessment is appropriate

12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	The students can highlight in the book, have the text read and enlarge the print. The print on the applets can not be adjusted. Video instructions are provided.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	There is appropriate applications with the BEST standards.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	Yes, this book is satisfactory.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	4 - Good Alignment	This textbook doesn't really include any of these topics (Holocaust, slavery, the Civil War and Reconstruction, the civil rights movement and the contributions of women, African American and Hispanic people to our country)
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	This textbook does omit CRT.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	This textbook does omit social justice.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	4 - Good Alignment	This course doesn't include extraneous strategies.

Reviewer's Name: Virginia Snyder

Title: Statistics and Probability with Applications

Publisher: Bedford, Freeman and Worth Publishing Group

Author: Daren Starnes

Copyright: 2021

Edition: 4th

Grade Level: 9-12

Course: [Probability and Statistics Honors](#)

Bid ID: 408

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

5 - Very Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

Looking only at the major tool (print/online student text), it is possible for an instructor to cover all required benchmarks and clarifications. With the addition of all other resources, this is made even easier. The teacher edition includes tips for making the math real with further real-world connections (even though there are already a large amount in the major tool). There are pre designed homework and assessments that the instructor can use or adapt to fit the needs of their students.

Standard	Description	Reviewer Rating	Rating Justification
MA.912.DP.1.1	Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate.	5 - Very Good Alignment	Although all clarifications are met, vocabulary stops just short of "univariate" and "bivariate". This is easily supplemented by instructors.
MA.912.DP.1.2	Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display.	5 - Very Good Alignment	Although all clarifications are met, vocabulary stops just short of "univariate" and "bivariate". This is easily supplemented by instructors.
MA.912.DP.1.3	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.	5 - Very Good Alignment	Emphasis that correlation does not equal causation
MA.912.DP.1.4	Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation.	5 - Very Good Alignment	Tech corner: use of real-world data
MA.912.DP.1.5	Interpret the margin of error of a mean or percentage from a data set. Interpret the confidence level corresponding to the margin of error.	5 - Very Good Alignment	Examples and blueprint for interpretation statements
MA.912.DP.2.1	For two or more sets of numerical univariate data, calculate and compare the appropriate measures of center and measures of variability, accounting for possible effects of outliers. Interpret any notable features of the shape of the data distribution.	5 - Very Good Alignment	Includes use of technology and spreadsheets
MA.912.DP.2.2	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages.	5 - Very Good Alignment	Clear examples and connections with appropriateness and binomial distributions

	Recognize that there are data sets for which such a procedure is not appropriate.		
MA.912.DP.2.3	Estimate population percentages from data that has been fit to the normal distribution.	5 - Very Good Alignment	Inclusion of Tech-Corner and TI-83/84 tutorial
MA.912.DP.2.4	Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.	5 - Very Good Alignment	Use of real-world, technology, and TI-83/84
MA.912.DP.2.5	Given a scatter plot that represents bivariate numerical data, assess the fit of a given linear function by plotting and analyzing residuals.	5 - Very Good Alignment	Use of formulas, technology (Tech Corner) and TI-83/84
MA.912.DP.2.6	Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context.	5 - Very Good Alignment	Clarifications met
MA.912.DP.2.7	Compute the correlation coefficient of a linear model using technology. Interpret the strength and direction of the correlation coefficient.	5 - Very Good Alignment	Tech Corner and TI-83/84 tutorial
MA.912.DP.2.9	Fit an exponential function to bivariate numerical data that suggests an exponential association. Use the model to solve real-world problems in terms of the context of the data.	5 - Very Good Alignment	Exponential regression is not found within the major tool, but can be access through the Extra Lesson with ease. Materials do include use of technology
MA.912.DP.3.1	Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.	4 - Good Alignment	Tables are given and interpreted, but not explicitly left open for students to complete within the major tool. This is easily supplemented with other provided materials.

MA.912.DP.3.2	Given marginal and conditional relative frequencies, construct a two-way relative frequency table summarizing categorical bivariate data.	4 - Good Alignment	Tables are given and interpreted, but not explicitly left open for students to complete within the major tool. This is easily supplemented with other provided materials.
MA.912.DP.3.3	Given a two-way relative frequency table or segmented bar graph summarizing categorical bivariate data, interpret joint, marginal and conditional relative frequencies in terms of a real-world context.	5 - Very Good Alignment	Clarifications met
MA.912.DP.3.4	Given a relative frequency table, construct and interpret a segmented bar graph.	5 - Very Good Alignment	Instructions and detailed practice included
MA.912.DP.3.5	Solve real-world problems involving univariate and bivariate categorical data.	5 - Very Good Alignment	All clarifications met, however explicit use of the terms "univariate" and "bivariate" do not occur
MA.912.DP.4.1	Describe events as subsets of a sample space using characteristics, or categories, of the outcomes, or as unions, intersections or complements of other events.	5 - Very Good Alignment	All items met
MA.912.DP.4.2	Determine if events A and B are independent by calculating the product of their probabilities.	5 - Very Good Alignment	Defined and opportunities for student practice
MA.912.DP.4.3	Calculate the conditional probability of two events and interpret the result in terms of its context.	5 - Very Good Alignment	Real-world practice and applications included
MA.912.DP.4.4	Interpret the independence of two events using conditional probability.	5 - Very Good Alignment	Use of real-world data and applications
MA.912.DP.4.5	Given a two-way table containing data from a population, interpret the joint and marginal relative frequencies as empirical probabilities	5 - Very Good Alignment	Use of real-world data and applications

	and the conditional relative frequencies as empirical conditional probabilities. Use those probabilities to determine whether characteristics in the population are approximately independent.		
MA.912.DP.4.6	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.	5 - Very Good Alignment	Real-world data and applications used
MA.912.DP.4.7	Apply the addition rule for probability, taking into consideration whether the events are mutually exclusive, and interpret the result in terms of the model and its context.	5 - Very Good Alignment	Defined with use of real-world data
MA.912.DP.4.8	Apply the general multiplication rule for probability, taking into consideration whether the events are independent, and interpret the result in terms of the context.	5 - Very Good Alignment	Real-world examples
MA.912.DP.4.9	Apply the addition and multiplication rules for counting to solve mathematical and real-world problems, including problems involving probability.	5 - Very Good Alignment	Real-world problems included
MA.912.DP.4.10	Given a mathematical or real-world situation, calculate the appropriate permutation or combination.	5 - Very Good Alignment	Use of real-world data, technology
MA.912.DP.5.1	Distinguish between a population parameter and a sample statistic.	5 - Very Good Alignment	Defined and examples of determining each
MA.912.DP.5.2	Explain how random sampling produces data that is representative of a population.	5 - Very Good Alignment	Definition and determination
MA.912.DP.5.3	Compare and contrast sampling methods.	5 - Very Good Alignment	Compare/contrast, stratified, and cluster sampling no included in the major tool, but can be accessed within the other materials
MA.912.DP.5.4	Generate multiple samples or simulated samples of the same size to measure the variation in estimates or predictions.	5 - Very Good Alignment	Examples and use of real-world data

MA.912.DP.5.5	Determine if a specific model is consistent within a given process by analyzing the data distribution from a data-generating process.	5 - Very Good Alignment	Use of technology
MA.912.DP.5.6	Determine the appropriate design, survey, experiment or observational study, based on the purpose. Articulate the types of questions appropriate for each type of design.	5 - Very Good Alignment	Defined and examples of real-world data utilized
MA.912.DP.5.7	Compare and contrast surveys, experiments and observational studies.	5 - Very Good Alignment	Clarifications met
MA.912.DP.5.8	Draw inferences about two populations using data and statistical analysis from two random samples.	5 - Very Good Alignment	Use of technology and real-world data
MA.912.DP.5.9	Compare two treatments using data from an experiment in which the treatments are assigned randomly.	5 - Very Good Alignment	Clarification met
MA.912.DP.5.10	Determine whether differences between parameters are significant using simulations.	5 - Very Good Alignment	Use of technology included
MA.912.DP.5.11	Evaluate reports based on data from diverse media, print and digital resources by interpreting graphs and tables; evaluating data-based arguments; determining whether a valid sampling method was used; or interpreting provided statistics.	5 - Very Good Alignment	Used throughout major tool
MA.912.DP.6.1	Define a random variable for a quantity of interest by assigning a numerical value to each individual outcome in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.	5 - Very Good Alignment	Includes use of real-world data
MA.912.DP.6.2	Develop a probability distribution for a discrete random variable using theoretical probabilities. Find the expected value and interpret it as the mean of the discrete distribution.	5 - Very Good Alignment	Multiple examples and real-world data included

MA.912.DP.6.3	Develop a probability distribution for a discrete random variable using empirical probabilities. Find the expected value and interpret it as the mean of the discrete distribution.	5 - Very Good Alignment	Use of real-world data included
MA.912.DP.6.4	Given a binomial distribution, calculate and interpret the expected value. Solve real-world problems involving binomial distributions.	5 - Very Good Alignment	Clarifications met
MA.912.DP.6.5	Solve real-world problems involving geometric distributions.	5 - Very Good Alignment	Clarification met
MA.912.DP.6.7	Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values and standard deviations. Evaluate and compare strategies on the basis of the calculated expected values and standard deviations.	5 - Very Good Alignment	Clarifications met
MA.912.DP.6.8	Apply probabilities to make fair decisions, such as drawing from lots or using a random number generator.	5 - Very Good Alignment	Use of real-world data
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 	5 - Very Good Alignment	Major tool appears to be designed for student engagement, walking students through each calculation and process
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways.	5 - Very Good Alignment	Activities designed for students to make connections between the mathematics

	<p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 		performed and the concepts and representations of real-world data
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 	5 - Very Good Alignment	Multiple opportunities provided for students to be successful in performing calculations through different methods
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p>	5 - Very Good Alignment	Students are encouraged to work with others and are taught how to communicate about the data and

	<ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 		information they are interpreting
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. 	5 - Very Good Alignment	When new concepts are introduced, students are led through the step-by-step planning process for determining different information about the data
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. 	5 - Very Good Alignment	Students continuously asked to interpret the reasonableness of their solutions

	<ul style="list-style-type: none"> • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. 		
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	5 - Very Good Alignment	Almost all examples and questions within the major tool and other resources include real-world data and citations
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Introduced as part of the statistical problem solving process
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Throughout the major tool, students are asked to comprehend processes and interpret solutions
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Context clues used throughout of each example and question
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Supported through frequent use of vocabulary and having students interpret their findings

ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Supported through frequent use of vocabulary and having students interpret their findings
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Supported through frequent use of vocabulary and having students interpret their findings
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Spanish glossary included as part of major tool. Spanish Flashcards also included with additional student resources

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	All benchmarks and clarifications are met
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Meets the honors curriculum requirements
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Easily taught with only the major tools, all other resources add to the ease of instruction and student mastery
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	In depth explanations clarify concepts for students
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	All clarifications are met

6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	Honors curriculum
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	Suggested pacing guide provided to aid instructors in planning for full coverage of the course
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	All data is cited, and many resources are directly accessible
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Students can easily make real-world connections with all of the data and examples provided
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	Upon looking through the online text, there do not seem to be any typographical or visual errors
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	Data presented is free of bias and contradictions and is noninflammatory in nature.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Easily adaptable to teaching AP Statistics with some supplementary material needed
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	Link to errata on publisher website
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	All data is cited and up-to-date, with many sources dated 2020
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	All curriculum, standards, and benchmark requirements are met
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Real-world data makes topics relevant to students

17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Real-world data the is relevant to students is included. (Driving, grades, heights, music, etc.)
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Reference to the use of the skills students are learning are made to show students the real-world applications
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	Portrayal of multicultural groups is fair and unbiased
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	Humanity and compassion portrayed through the use of data in the major tool
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Content of benchmarks and standards are met

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	All benchmarks are covered by the major tool and provided additional resources
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Components of the major tool align to the curriculum on CPALMS and the additional resources
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Material is presented in a logical order for mastery of the content
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Visual representations of data grabs students attention and audio is available on the online student text

5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Pacing guide included to aid in planning of content coverage
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	Students can resize text in the online textbook, as well as a screen reader. Alternate videos and examples are also available for students.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	There are many resources available for student to be successful; including video tutorials and extra practice examples.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Real-world, relevant examples provided with data citations
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	"Big Ideas" covered in Probability and Statistics are met in the instructional materials
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Learning Objectives listed at the beginning of each section in the major tool
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	Sections progress through a gradual release with examples and student practice, reviews, and practice tests complete with multiple choice and free response questions
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Resources are easily adaptable for student differentiation
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Activities are designed with student engagement in mind.

7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	Editable assignments and assessments are included for instructional use
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	All MTRs covered
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Strategies are included in the Instructor Resources to aid in accomplishing targeted outcomes
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Strategies are included in the Instructor Resources to aid in accomplishing targeted outcomes
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	Strategies are included in the Instructor Resources to aid in accomplishing targeted outcomes
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Size, color, background in the online text are all adjustable; videos are captioned; text-to-speech tools;
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	MTRs are incorporated throughout the tools and resources
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	Materials have adequate supports to satisfy the LEARNING requirements

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No evidence of CRT is found in the materials
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence of CRT is found in the materials

Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence of CRT is found in the materials
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	No evidence of SEL is found in the materials

Reviewer's Name: Bryan Johnston

Title: Statistics and Probability with Applications

Publisher: Bedford, Freeman and Worth Publishing Group

Author: Daren Starnes

Copyright: 2021

Edition: 4th

Grade Level: 9-12

Course: [Probability & Statistics with Applications Honors](#)

Bid ID: 408

Prohibited Topic	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	CRT not in instructional materials - Look at Additional Questions 10.1 Response Bias in Activities and Due Dates

Does the appearance of the interviewer influence how people respond to a survey question? Ken (white, with blond hair) and Hassan (darker, with Middle Eastern features) conducted an experiment to address this question. They took turns (in a random order) walking up to people on the main street of a small town, identifying themselves as students from a local high school, and asking them, "Do you support President Obama's decision to launch airstrikes in Iraq?" Of the 50 people Hassan spoke to, 11 said "Yes," while 21 of the 44 people Ken spoke to said "Yes." Let p_1 = the true proportion of people like the ones in this study who would say they support President Obama's decision when asked by Hassan and p_2 = the true proportion of people like the ones in this study who say they support President Obama's decision when asked by Ken.

Construct and interpret a 90% confidence interval for the difference in the proportion of people like these who would say they support President Obama's decision when asked by Hassan versus when asked by Ken.

Sent: Monday, April 25, 2022 11:40 AM EDT

To: Jennifer Cawsey; Baumbach, Amber

CC: Nicole Sheppard; Cindy Rabinowitz; Claire Thompson; Stoll, Tonya; Richmond, James; Seeds, Cathy; Rivers1, Angelia

Subject: RE: BFW - initial appeal call

Attachment(s): "Bid 408.pdf", "image001.png", "image002.png", "image003.jpg", "image004.jpg"

Hello everyone,

Please see the attached evaluations for BFW's Probability and Statistics bid.

We look forward to speaking with you soon.

Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Jennifer Cawsey <jcawsey@bfwpub.com>

Sent: Friday, April 22, 2022 2:33 PM

To: Baumbach, Amber <Amber.Baumbach@fldoe.org>

Cc: Nicole Sheppard <nsheppard@bfwpub.com>; Cindy Rabinowitz <crabinowitz@bfwpub.com>; Claire Thompson <cthompson@bfwpub.com>; Stoll, Tonya <Tonya.Stoll@macmillan.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: Re: BFW - initial appeal call

Hi Amber,

Thanks for the update. We look forward to chatting.

Jen

JEN CAWSEY | Director of Sales - High School | ☎ 778.835.1249

Pronouns | (She|Her|Hers)

Questions about using our digital products? Find answers in our new [Support Community!](#)

On Fri, 22 Apr 2022 at 10:44, Baumbach, Amber <Amber.Baumbach@fldoe.org> wrote:

Hi Jen,

I apologize for the change but we have encountered a conflict with your scheduled appeal call. Please see the link below, your call is now scheduled for **12:00PM** (EST) on Monday, April 25th. Sorry for the change!

Bedford, Freeman and Worth - appeal
Mon, Apr 25, 2022 12:00 PM - 12:30 PM (EDT)

Please join my meeting from your computer, tablet or smartphone.

<https://meet.goto.com/466498565>

You can also dial in using your phone.

United States (Toll Free): [1 877 309 2073](tel:18773092073)

United States: [+1 \(646\) 749-3129](tel:+16467493129)

Access Code: 466-498-565

Join from a video-conferencing room or system.

Dial in or type: 67.217.95.2 or inroomlink.goto.com
Meeting ID: 466 498 565
Or dial directly: 466498565@67.217.95.2 or 67.217.95.2##466498565

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

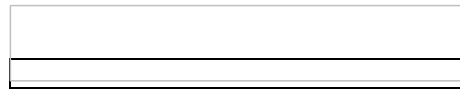
DOE email signature

From: Jennifer Cawsey <jcawsey@bfwpub.com>
Sent: Friday, April 22, 2022 12:44 PM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Nicole Sheppard <nsheppard@bfwpub.com>; Cindy Rabinowitz <crabinowitz@bfwpub.com>; Claire Thompson <cthompson@bfwpub.com>; Stoll, Tonya <Tonya.Stoll@macmillan.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: Re: BFW - initial appeal call

Thank you. We will forward to the appropriate parties at our end and look forward to connecting on Monday.

Jen

JEN CAWSEY | Director of Sales - High School | C 778.835.1249
Pronouns | (She|Her|Hers)



Questions about using our digital products? Find answers in our new [Support Community!](#)

On Fri, 22 Apr 2022 at 09:04, Baumbach, Amber <Amber.Baumbach@fldoe.org> wrote:

Hello,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Monday, April 25th, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time BFW has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Monday.

Bedford, Freeman and Worth - appeal
Mon, Apr 25, 2022 11:00 AM - 11:30 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.
<https://meet.goto.com/466498565>

You can also dial in using your phone.
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United States: [+1 \(646\) 749-3129](tel:+16467493129)

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Or dial directly: 466498565@67.217.95.2 or 67.217.95.2##466498565

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

[DOE email signature](#)

Reviewer's Name: Rebecca Lee

Title: Statistics and Probability with Applications

Publisher: Bedford, Freeman and Worth Publishing Group

Author: Daren Starnes

Copyright: 2021

Edition: 4th

Grade Level: 9-12

Course: [Probability and Statistics Honors](#)

Bid ID: 408

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

4 - Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

Most of the standards were rated at a 4 or 5. Only a few standards did I rate low based on not being included in the materials. The book includes activities, applets, calculator notes, examples and homework problems.

Standard	Description	Reviewer Rating	Rating Justification
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MA.912.DP.1.1	Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate.	5 - Very Good Alignment	Lots of examples, plenty of questions in assignments, applet
MA.912.DP.1.2	Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display.	5 - Very Good Alignment	Lots of examples, plenty of questions in assignments
MA.912.DP.1.3	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.	4 - Good Alignment	Examples and questions for homework are provided
MA.912.DP.1.4	Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation.	4 - Good Alignment	Examples, questions for homework, and applet are provided
MA.912.DP.1.5	Interpret the margin of error of a mean or percentage from a data set. Interpret the confidence level corresponding to the margin of error.	5 - Very Good Alignment	Examples, questions for homework, and applet (simulation) are provided
MA.912.DP.2.1	For two or more sets of numerical univariate data, calculate and compare the appropriate measures of center and measures of variability, accounting for possible effects of outliers. Interpret any notable features of the shape of the data distribution.	5 - Very Good Alignment	Simulation example (pennies activity), examples, questions for homework, warning provided, graphing calculator directions provided, about using statistical software for interquartile range, and applet are provided
MA.912.DP.2.2	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate.	4 - Good Alignment	Applet, examples, teaching tips and homework provided

MA.912.DP.2.3	Estimate population percentages from data that has been fit to the normal distribution.	4 - Good Alignment	Examples and homework problems provided
MA.912.DP.2.4	Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.	4 - Good Alignment	Great tips on using the graphing calculator (didn't see any directions for the Nspire), applet example, examples and homework provided
MA.912.DP.2.5	Given a scatter plot that represents bivariate numerical data, assess the fit of a given linear function by plotting and analyzing residuals.	4 - Good Alignment	Everyday statistics note will be helpful, Bellringer is weak, Stats medic activity provided, examples and homework provided
MA.912.DP.2.6	Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context.	4 - Good Alignment	Guess the correlation applet is great, instead of giving the data for the candy activity maybe it could be included in the book as a lab, examples and homework provided
MA.912.DP.2.7	Compute the correlation coefficient of a linear model using technology. Interpret the strength and direction of the correlation coefficient.	3 - Fair Alignment	Applet for calculating the correlation coefficient but I didn't see graphing calculator instructions. Examples and homework provided
MA.912.DP.2.9	Fit an exponential function to bivariate numerical data that suggests an exponential association. Use the model to solve real-world problems in terms of the context of the data.	1 - Very Poor/No Alignment	According to the standard students are to use logs to straighten the data. I didn't see any examples of this.
MA.912.DP.3.1	Construct a two-way frequency table summarizing bivariate categorical data.	2 - Poor Alignment	The standard calls for interpretation of joint

	Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.		and marginal frequencies. I could not find either. There is problems on creating a two-way table.
MA.912.DP.3.2	Given marginal and conditional relative frequencies, construct a two-way relative frequency table summarizing categorical bivariate data.	4 - Good Alignment	Good examples and homework problems
MA.912.DP.3.3	Given a two-way relative frequency table or segmented bar graph summarizing categorical bivariate data, interpret joint, marginal and conditional relative frequencies in terms of a real-world context.	3 - Fair Alignment	Conditional frequencies are taught but not joint or marginal.
MA.912.DP.3.4	Given a relative frequency table, construct and interpret a segmented bar graph.	4 - Good Alignment	Examples, applet and homework included
MA.912.DP.3.5	Solve real-world problems involving univariate and bivariate categorical data.	4 - Good Alignment	All parts of the standard are met except the circle graph in clarification 3.
MA.912.DP.4.1	Describe events as subsets of a sample space using characteristics, or categories, of the outcomes, or as unions, intersections or complements of other events.	4 - Good Alignment	Examples and homework are provided
MA.912.DP.4.2	Determine if events A and B are independent by calculating the product of their probabilities.	4 - Good Alignment	Examples and homework are provided
MA.912.DP.4.3	Calculate the conditional probability of two events and interpret the result in terms of its context.	5 - Very Good Alignment	Examples, online activity (Mr Gallas) and homework are provided
MA.912.DP.4.4	Interpret the independence of two events using conditional probability.	4 - Good Alignment	Examples and homework are provided
MA.912.DP.4.5	Given a two-way table containing data from a population, interpret the joint and marginal relative frequencies as empirical probabilities	3 - Fair Alignment	Vocabulary is missing (joint and marginal frequencies)

	and the conditional relative frequencies as empirical conditional probabilities. Use those probabilities to determine whether characteristics in the population are approximately independent.		
MA.912.DP.4.6	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.	4 - Good Alignment	Examples and homework are provided
MA.912.DP.4.7	Apply the addition rule for probability, taking into consideration whether the events are mutually exclusive, and interpret the result in terms of the model and its context.	4 - Good Alignment	Examples, online activity and homework are provided
MA.912.DP.4.8	Apply the general multiplication rule for probability, taking into consideration whether the events are independent, and interpret the result in terms of the context.	4 - Good Alignment	Examples and homework are provided
MA.912.DP.4.9	Apply the addition and multiplication rules for counting to solve mathematical and real-world problems, including problems involving probability.	4 - Good Alignment	Examples and homework are provided
MA.912.DP.4.10	Given a mathematical or real-world situation, calculate the appropriate permutation or combination.	5 - Very Good Alignment	Examples, applet, graphing calculator instructions and homework are provided
MA.912.DP.5.1	Distinguish between a population parameter and a sample statistic.	4 - Good Alignment	Examples and homework are provided
MA.912.DP.5.2	Explain how random sampling produces data that is representative of a population.	5 - Very Good Alignment	Examples, lab type activity (Federalist papers) and homework are provided
MA.912.DP.5.3	Compare and contrast sampling methods.	5 - Very Good Alignment	Examples, applet (sunflowers) and homework are provided

MA.912.DP.5.4	Generate multiple samples or simulated samples of the same size to measure the variation in estimates or predictions.	5 - Very Good Alignment	Examples, lab type activity (spinner) and homework are provided
MA.912.DP.5.5	Determine if a specific model is consistent within a given process by analyzing the data distribution from a data-generating process.	4 - Good Alignment	Examples, applet and homework are provided
MA.912.DP.5.6	Determine the appropriate design, survey, experiment or observational study, based on the purpose. Articulate the types of questions appropriate for each type of design.	4 - Good Alignment	Examples and homework are provided
MA.912.DP.5.7	Compare and contrast surveys, experiments and observational studies.	4 - Good Alignment	Examples and homework are provided
MA.912.DP.5.8	Draw inferences about two populations using data and statistical analysis from two random samples.	5 - Very Good Alignment	Examples, applet, graphing calculator instructions and homework are provided
MA.912.DP.5.9	Compare two treatments using data from an experiment in which the treatments are assigned randomly.	5 - Very Good Alignment	Examples, applet, graphing calculator instructions and homework are provided
MA.912.DP.5.10	Determine whether differences between parameters are significant using simulations.	4 - Good Alignment	Examples and homework are provided
MA.912.DP.5.11	Evaluate reports based on data from diverse media, print and digital resources by interpreting graphs and tables; evaluating data-based arguments; determining whether a valid sampling method was used; or interpreting provided statistics.	4 - Good Alignment	Examples and homework are provided
MA.912.DP.6.1	Define a random variable for a quantity of interest by assigning a numerical value to each individual outcome in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.	4 - Good Alignment	Examples, good example in everyday stats and homework are provided

MA.912.DP.6.2	Develop a probability distribution for a discrete random variable using theoretical probabilities. Find the expected value and interpret it as the mean of the discrete distribution.	4 - Good Alignment	Examples and homework are provided
MA.912.DP.6.3	Develop a probability distribution for a discrete random variable using empirical probabilities. Find the expected value and interpret it as the mean of the discrete distribution.	3 - Fair Alignment	Not enough practice with this standard
MA.912.DP.6.4	Given a binomial distribution, calculate and interpret the expected value. Solve real-world problems involving binomial distributions.	5 - Very Good Alignment	Examples, activity (pop quiz) and homework are provided
MA.912.DP.6.5	Solve real-world problems involving geometric distributions.	1 - Very Poor/No Alignment	Not included in the book only activities on statmedic.
MA.912.DP.6.7	Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values and standard deviations. Evaluate and compare strategies on the basis of the calculated expected values and standard deviations.	4 - Good Alignment	Examples and homework are provided
MA.912.DP.6.8	Apply probabilities to make fair decisions, such as drawing from lots or using a random number generator.	5 - Very Good Alignment	Examples, applet and homework are provided
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. 	5 - Very Good Alignment	Lots of applets and activities provided

	<ul style="list-style-type: none"> • Help and support each other when attempting a new method or approach. 		
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 	5 - Very Good Alignment	Lots of examples, applets and activities provided
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 	4 - Good Alignment	Lots of examples and homework are provided

<p>MA.K12.MTR.4.1</p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	<p>5 - Very Good Alignment</p>	<p>Lots of examples, applets and activities provided</p>
<p>MA.K12.MTR.5.1</p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. 	<p>5 - Very Good Alignment</p>	<p>Lots of examples, applets and activities provided</p>
<p>MA.K12.MTR.6.1</p>	<p>Assess the reasonableness of solutions.</p>	<p>4 - Good Alignment</p>	<p>Lots of questions and activities provided</p>

	<p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. 		
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	5 - Very Good Alignment	Lots of examples, applets and activities provided
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Lots of examples, applets and activities provided
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	The book is very clear with directions and examples.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Lots of inferences are made throughout the book.

ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Lots of examples, applets and activities provided
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Direction and problems are clear.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Direction and problems are clear.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	The glossary includes both English and Spanish words.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	The majority of the standards I rated a 4 or 5.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	The majority of the standards I rated a 4 or 5.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	The majority of the standards I rated a 4 or 5.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Lots of examples, applets, activities and homework.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	The questions and examples are on the level of the standards.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	The questions and examples are on the level of the grade level and students abilities
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	The book will allow for the standards to be finished for school year.

8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Great examples and sources provided.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Great examples and sources provided.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	The content is accurate.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	Content seems to be free of bias.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	The content provides examples from everyday life.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	The content uses a lot of real life data.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	The content uses a lot of real life data.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	The content is appropriate and relevant based on the examples and homework.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	The questions are at an appropriate level for high school students.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	The content uses a lot of real life data.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	The content uses a lot of real life data that are appropriate to other subjects.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	Names and examples represent all cultures

20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	There is no hard-core porn. Examples are appropriate.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	The benchmarks and standards are covered.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	Lots of examples, calculator notes, activities and applets.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Lots of examples, calculator notes, activities and applets.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	The material is in a logical order.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	Videos and examples are appropriate.
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	The pacing is appropriate.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	The students can highlight in the book, have the text read and enlarge the print. The print on the applets can not be adjusted. Video instructions are provided.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Lots of resources provided.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Lots of real life examples, pictures and graphs.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	All the big ideas are thoroughly covered.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	All directions and examples are clear.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	Written instructions, video instructions and video explanations are provided.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Written instructions, video instructions and video explanations are provided.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Applet and activities are provided.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	Activities are real life and help the students make connections.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Applet, activities, graphing calculator activities and homework are provided.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Applet, activities, graphing calculator activities, examples and homework are provided.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	assessment is appropriate
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	assessment is appropriate

12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	The students can highlight in the book, have the text read and enlarge the print. The print on the applets can not be adjusted. Video instructions are provided.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	There is appropriate applications with the BEST standards.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	Yes, this book is satisfactory.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	4 - Good Alignment	This textbook doesn't really include any of these topics (Holocaust, slavery, the Civil War and Reconstruction, the civil rights movement and the contributions of women, African American and Hispanic people to our country)
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	This textbook does omit CRT.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	This textbook does omit social justice.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	4 - Good Alignment	This course doesn't include extraneous strategies.

Reviewer's Name: Virginia Snyder

Title: Statistics and Probability with Applications

Publisher: Bedford, Freeman and Worth Publishing Group

Author: Daren Starnes

Copyright: 2021

Edition: 4th

Grade Level: 9-12

Course: [Probability and Statistics Honors](#)

Bid ID: 408

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

5 - Very Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

Looking only at the major tool (print/online student text), it is possible for an instructor to cover all required benchmarks and clarifications. With the addition of all other resources, this is made even easier. The teacher edition includes tips for making the math real with further real-world connections (even though there are already a large amount in the major tool). There are pre designed homework and assessments that the instructor can use or adapt to fit the needs of their students.

Standard	Description	Reviewer Rating	Rating Justification
MA.912.DP.1.1	Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate.	5 - Very Good Alignment	Although all clarifications are met, vocabulary stops just short of "univariate" and "bivariate". This is easily supplemented by instructors.
MA.912.DP.1.2	Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display.	5 - Very Good Alignment	Although all clarifications are met, vocabulary stops just short of "univariate" and "bivariate". This is easily supplemented by instructors.
MA.912.DP.1.3	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.	5 - Very Good Alignment	Emphasis that correlation does not equal causation
MA.912.DP.1.4	Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation.	5 - Very Good Alignment	Tech corner: use of real-world data
MA.912.DP.1.5	Interpret the margin of error of a mean or percentage from a data set. Interpret the confidence level corresponding to the margin of error.	5 - Very Good Alignment	Examples and blueprint for interpretation statements
MA.912.DP.2.1	For two or more sets of numerical univariate data, calculate and compare the appropriate measures of center and measures of variability, accounting for possible effects of outliers. Interpret any notable features of the shape of the data distribution.	5 - Very Good Alignment	Includes use of technology and spreadsheets
MA.912.DP.2.2	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages.	5 - Very Good Alignment	Clear examples and connections with appropriateness and binomial distributions

	Recognize that there are data sets for which such a procedure is not appropriate.		
MA.912.DP.2.3	Estimate population percentages from data that has been fit to the normal distribution.	5 - Very Good Alignment	Inclusion of Tech-Corner and TI-83/84 tutorial
MA.912.DP.2.4	Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.	5 - Very Good Alignment	Use of real-world, technology, and TI-83/84
MA.912.DP.2.5	Given a scatter plot that represents bivariate numerical data, assess the fit of a given linear function by plotting and analyzing residuals.	5 - Very Good Alignment	Use of formulas, technology (Tech Corner) and TI-83/84
MA.912.DP.2.6	Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context.	5 - Very Good Alignment	Clarifications met
MA.912.DP.2.7	Compute the correlation coefficient of a linear model using technology. Interpret the strength and direction of the correlation coefficient.	5 - Very Good Alignment	Tech Corner and TI-83/84 tutorial
MA.912.DP.2.9	Fit an exponential function to bivariate numerical data that suggests an exponential association. Use the model to solve real-world problems in terms of the context of the data.	5 - Very Good Alignment	Exponential regression is not found within the major tool, but can be access through the Extra Lesson with ease. Materials do include use of technology
MA.912.DP.3.1	Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.	4 - Good Alignment	Tables are given and interpreted, but not explicitly left open for students to complete within the major tool. This is easily supplemented with other provided materials.

MA.912.DP.3.2	Given marginal and conditional relative frequencies, construct a two-way relative frequency table summarizing categorical bivariate data.	4 - Good Alignment	Tables are given and interpreted, but not explicitly left open for students to complete within the major tool. This is easily supplemented with other provided materials.
MA.912.DP.3.3	Given a two-way relative frequency table or segmented bar graph summarizing categorical bivariate data, interpret joint, marginal and conditional relative frequencies in terms of a real-world context.	5 - Very Good Alignment	Clarifications met
MA.912.DP.3.4	Given a relative frequency table, construct and interpret a segmented bar graph.	5 - Very Good Alignment	Instructions and detailed practice included
MA.912.DP.3.5	Solve real-world problems involving univariate and bivariate categorical data.	5 - Very Good Alignment	All clarifications met, however explicit use of the terms "univariate" and "bivariate" do not occur
MA.912.DP.4.1	Describe events as subsets of a sample space using characteristics, or categories, of the outcomes, or as unions, intersections or complements of other events.	5 - Very Good Alignment	All items met
MA.912.DP.4.2	Determine if events A and B are independent by calculating the product of their probabilities.	5 - Very Good Alignment	Defined and opportunities for student practice
MA.912.DP.4.3	Calculate the conditional probability of two events and interpret the result in terms of its context.	5 - Very Good Alignment	Real-world practice and applications included
MA.912.DP.4.4	Interpret the independence of two events using conditional probability.	5 - Very Good Alignment	Use of real-world data and applications
MA.912.DP.4.5	Given a two-way table containing data from a population, interpret the joint and marginal relative frequencies as empirical probabilities	5 - Very Good Alignment	Use of real-world data and applications

	and the conditional relative frequencies as empirical conditional probabilities. Use those probabilities to determine whether characteristics in the population are approximately independent.		
MA.912.DP.4.6	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.	5 - Very Good Alignment	Real-world data and applications used
MA.912.DP.4.7	Apply the addition rule for probability, taking into consideration whether the events are mutually exclusive, and interpret the result in terms of the model and its context.	5 - Very Good Alignment	Defined with use of real-world data
MA.912.DP.4.8	Apply the general multiplication rule for probability, taking into consideration whether the events are independent, and interpret the result in terms of the context.	5 - Very Good Alignment	Real-world examples
MA.912.DP.4.9	Apply the addition and multiplication rules for counting to solve mathematical and real-world problems, including problems involving probability.	5 - Very Good Alignment	Real-world problems included
MA.912.DP.4.10	Given a mathematical or real-world situation, calculate the appropriate permutation or combination.	5 - Very Good Alignment	Use of real-world data, technology
MA.912.DP.5.1	Distinguish between a population parameter and a sample statistic.	5 - Very Good Alignment	Defined and examples of determining each
MA.912.DP.5.2	Explain how random sampling produces data that is representative of a population.	5 - Very Good Alignment	Definition and determination
MA.912.DP.5.3	Compare and contrast sampling methods.	5 - Very Good Alignment	Compare/contrast, stratified, and cluster sampling no included in the major tool, but can be accessed within the other materials
MA.912.DP.5.4	Generate multiple samples or simulated samples of the same size to measure the variation in estimates or predictions.	5 - Very Good Alignment	Examples and use of real-world data

MA.912.DP.5.5	Determine if a specific model is consistent within a given process by analyzing the data distribution from a data-generating process.	5 - Very Good Alignment	Use of technology
MA.912.DP.5.6	Determine the appropriate design, survey, experiment or observational study, based on the purpose. Articulate the types of questions appropriate for each type of design.	5 - Very Good Alignment	Defined and examples of real-world data utilized
MA.912.DP.5.7	Compare and contrast surveys, experiments and observational studies.	5 - Very Good Alignment	Clarifications met
MA.912.DP.5.8	Draw inferences about two populations using data and statistical analysis from two random samples.	5 - Very Good Alignment	Use of technology and real-world data
MA.912.DP.5.9	Compare two treatments using data from an experiment in which the treatments are assigned randomly.	5 - Very Good Alignment	Clarification met
MA.912.DP.5.10	Determine whether differences between parameters are significant using simulations.	5 - Very Good Alignment	Use of technology included
MA.912.DP.5.11	Evaluate reports based on data from diverse media, print and digital resources by interpreting graphs and tables; evaluating data-based arguments; determining whether a valid sampling method was used; or interpreting provided statistics.	5 - Very Good Alignment	Used throughout major tool
MA.912.DP.6.1	Define a random variable for a quantity of interest by assigning a numerical value to each individual outcome in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.	5 - Very Good Alignment	Includes use of real-world data
MA.912.DP.6.2	Develop a probability distribution for a discrete random variable using theoretical probabilities. Find the expected value and interpret it as the mean of the discrete distribution.	5 - Very Good Alignment	Multiple examples and real-world data included

MA.912.DP.6.3	Develop a probability distribution for a discrete random variable using empirical probabilities. Find the expected value and interpret it as the mean of the discrete distribution.	5 - Very Good Alignment	Use of real-world data included
MA.912.DP.6.4	Given a binomial distribution, calculate and interpret the expected value. Solve real-world problems involving binomial distributions.	5 - Very Good Alignment	Clarifications met
MA.912.DP.6.5	Solve real-world problems involving geometric distributions.	5 - Very Good Alignment	Clarification met
MA.912.DP.6.7	Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values and standard deviations. Evaluate and compare strategies on the basis of the calculated expected values and standard deviations.	5 - Very Good Alignment	Clarifications met
MA.912.DP.6.8	Apply probabilities to make fair decisions, such as drawing from lots or using a random number generator.	5 - Very Good Alignment	Use of real-world data
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 	5 - Very Good Alignment	Major tool appears to be designed for student engagement, walking students through each calculation and process
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways.	5 - Very Good Alignment	Activities designed for students to make connections between the mathematics

	<p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 		performed and the concepts and representations of real-world data
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 	5 - Very Good Alignment	Multiple opportunities provided for students to be successful in performing calculations through different methods
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p>	5 - Very Good Alignment	Students are encouraged to work with others and are taught how to communicate about the data and

	<ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 		information they are interpreting
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. 	5 - Very Good Alignment	When new concepts are introduced, students are led through the step-by-step planning process for determining different information about the data
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. 	5 - Very Good Alignment	Students continuously asked to interpret the reasonableness of their solutions

	<ul style="list-style-type: none"> • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. 		
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	5 - Very Good Alignment	Almost all examples and questions within the major tool and other resources include real-world data and citations
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Introduced as part of the statistical problem solving process
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Throughout the major tool, students are asked to comprehend processes and interpret solutions
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Context clues used throughout of each example and question
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Supported through frequent use of vocabulary and having students interpret their findings

ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Supported through frequent use of vocabulary and having students interpret their findings
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Supported through frequent use of vocabulary and having students interpret their findings
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Spanish glossary included as part of major tool. Spanish Flashcards also included with additional student resources

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	All benchmarks and clarifications are met
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Meets the honors curriculum requirements
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Easily taught with only the major tools, all other resources add to the ease of instruction and student mastery
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	In depth explanations clarify concepts for students
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	All clarifications are met

6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	Honors curriculum
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	Suggested pacing guide provided to aid instructors in planning for full coverage of the course
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	All data is cited, and many resources are directly accessible
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Students can easily make real-world connections with all of the data and examples provided
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	Upon looking through the online text, there do not seem to be any typographical or visual errors
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	Data presented is free of bias and contradictions and is noninflammatory in nature.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Easily adaptable to teaching AP Statistics with some supplementary material needed
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	Link to errata on publisher website
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	All data is cited and up-to-date, with many sources dated 2020
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	All curriculum, standards, and benchmark requirements are met
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Real-world data makes topics relevant to students

17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Real-world data the is relevant to students is included. (Driving, grades, heights, music, etc.)
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Reference to the use of the skills students are learning are made to show students the real-world applications
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	Portrayal of multicultural groups is fair and unbiased
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	Humanity and compassion portrayed through the use of data in the major tool
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Content of benchmarks and standards are met

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	All benchmarks are covered by the major tool and provided additional resources
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Components of the major tool align to the curriculum on CPALMS and the additional resources
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Material is presented in a logical order for mastery of the content
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Visual representations of data grabs students attention and audio is available on the online student text

5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Pacing guide included to aid in planning of content coverage
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	Students can resize text in the online textbook, as well as a screen reader. Alternate videos and examples are also available for students.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	There are many resources available for student to be successful; including video tutorials and extra practice examples.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Real-world, relevant examples provided with data citations
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	"Big Ideas" covered in Probability and Statistics are met in the instructional materials
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Learning Objectives listed at the beginning of each section in the major tool
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	Sections progress through a gradual release with examples and student practice, reviews, and practice tests complete with multiple choice and free response questions
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Resources are easily adaptable for student differentiation
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Activities are designed with student engagement in mind.

7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	Editable assignments and assessments are included for instructional use
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	All MTRs covered
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Strategies are included in the Instructor Resources to aid in accomplishing targeted outcomes
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Strategies are included in the Instructor Resources to aid in accomplishing targeted outcomes
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	Strategies are included in the Instructor Resources to aid in accomplishing targeted outcomes
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Size, color, background in the online text are all adjustable; videos are captioned; text-to-speech tools;
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	MTRs are incorporated throughout the tools and resources
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	Materials have adequate supports to satisfy the LEARNING requirements

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No evidence of CRT is found in the materials
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence of CRT is found in the materials

Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence of CRT is found in the materials
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	No evidence of SEL is found in the materials

Reviewer's Name: Bryan Johnston

Title: Statistics and Probability with Applications

Publisher: Bedford, Freeman and Worth Publishing Group

Author: Daren Starnes

Copyright: 2021

Edition: 4th

Grade Level: 9-12

Course: [Probability & Statistics with Applications Honors](#)

Bid ID: 408

Prohibited Topic	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	CRT not in instructional materials - Look at Additional Questions 10.1 Response Bias in Activities and Due Dates

Does the appearance of the interviewer influence how people respond to a survey question? Ken (white, with blond hair) and Hassan (darker, with Middle Eastern features) conducted an experiment to address this question. They took turns (in a random order) walking up to people on the main street of a small town, identifying themselves as students from a local high school, and asking them, "Do you support President Obama's decision to launch airstrikes in Iraq?" Of the 50 people Hassan spoke to, 11 said "Yes," while 21 of the 44 people Ken spoke to said "Yes." Let p_1 = the true proportion of people like the ones in this study who would say they support President Obama's decision when asked by Hassan and p_2 = the true proportion of people like the ones in this study who say they support President Obama's decision when asked by Ken.

Construct and interpret a 90% confidence interval for the difference in the proportion of people like these who would say they support President Obama's decision when asked by Hassan versus when asked by Ken.

From: Claire Thompson <cthompson@bfpwpub.com>

Sent: Friday, April 29, 2022 12:39 PM EDT

To: Hamilton; Lauren

CC: Baumbach, Amber; Cindy Rabinowitz; Jennifer Cawsey; Nicole Sheppard; Richmond, James; Rivers1, Angelia; Seeds, Cathy; Stoll, Tonya

Subject: Re: BFW - initial appeal call

Attachment(s): "image001.png", "image009.jpg", "image003.png", "image007.jpg", "image004.jpg", "image008.jpg"

Hi Lauren,

I hope you have had a great week. I wanted to touch base with you to see if there was any idea of a timeline for hearing back about our appeal.

I appreciate your time!

Best,

Claire Thompson

On Tue, Apr 26, 2022 at 1:52 PM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Thanks for sending this in, Claire.

We will review and reach out with next steps soon.

Thanks,
Lauren

Lauren Hamilton

Instructional Materials Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

[325 West Gaines Street, Suite 424](#)

[Tallahassee, FL 32399-0400](#)

850-245-0882 Office

850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Claire Thompson <cthompson@bfpwpub.com>

Sent: Tuesday, April 26, 2022 1:34 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Cindy Rabinowitz <crabinowitz@bfpwpub.com>; Jennifer Cawsey <jcawsey@bfpwpub.com>; Nicole Sheppard <nsheppard@bfpwpub.com>; Richmond, James <James.Richmond@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Stoll, Tonya <Tonya.Stoll@macmillan.com>

Subject: Re: BFW - initial appeal call

Lauren,

I have attached the spreadsheet for our appeal as well as the document with access instructions for SaplingPlus. Please let me know if you need anything else.

I know that you all are working around the clock - do you have any idea of the timeline for a response from the State?

We all appreciate your guidance through this process.

Best,

Claire Thompson

On Mon, Apr 25, 2022 at 3:50 PM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Hi Claire,

Thank you for speaking with us!

Please see the attached spreadsheet and let me know if you have any questions along the way,

Lauren

Lauren Hamilton

Instructional Materials Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

[325 West Gaines Street, Suite 424](#)

[Tallahassee, FL 32399-0400](#)

850-245-0882 Office

850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Claire Thompson <cthompson@bfpwpub.com>

Sent: Monday, April 25, 2022 3:12 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Cindy Rabinowitz <crabinowitz@bfpwpub.com>; Jennifer Cawsey <jcawsey@bfpwpub.com>; Nicole Sheppard <nsheppard@bfpwpub.com>; Richmond, James <James.Richmond@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Stoll, Tonya <Tonya.Stoll@macmillan.com>

Subject: Re: BFW - initial appeal call

Lauren,

Thank you so much for your time this afternoon. We are looking forward to resolving the appeal as soon as possible! Could you send over the spreadsheet we need to fill out for next steps when you have a moment?

Thank you!

Claire Thompson

On Mon, Apr 25, 2022 at 11:44 AM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Hello everyone,

Please see the attached evaluations for BFW's Probability and Statistics bid for your records.

We look forward to speaking with you soon.

Lauren

Lauren Hamilton

Instructional Materials Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

[325 West Gaines Street, Suite 424](#)

[Tallahassee, FL 32399-0400](#)

850-245-0882 Office

850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Jennifer Cawsey <jcawsey@bfwpub.com>

Sent: Friday, April 22, 2022 2:33 PM

To: Baumbach, Amber <Amber.Baumbach@fldoe.org>

Cc: Nicole Sheppard <nsheppard@bfwpub.com>; Cindy Rabinowitz <crabinowitz@bfwpub.com>; Claire Thompson <cthompson@bfwpub.com>; Stoll, Tonya <Tonya.Stoll@macmillan.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: Re: BFW - initial appeal call

Hi Amber,

Thanks for the update. We look forward to chatting.

Jen

JEN CAWSEY | Director of Sales - High School | **C** 778.835.1249
Pronouns | (She|Her|Hers)

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On Fri, 22 Apr 2022 at 10:44, Baumbach, Amber <Amber.Baumbach@fldoe.org> wrote:

Hi Jen,

I apologize for the change but we have encountered a conflict with your scheduled appeal call. Please see the link below, your call is now scheduled for **12:00PM** (EST) on Monday, April 25th. Sorry for the change!

Bedford, Freeman and Worth - appeal
Mon, Apr 25, 2022 12:00 PM - 12:30 PM (EDT)

Please join my meeting from your computer, tablet or smartphone.
<https://meet.goto.com/466498565>

You can also dial in using your phone.
United States (Toll Free): [1 877 309 2073](tel:18773092073)
United States: [+1 \(646\) 749-3129](tel:+16467493129)

Access Code: 466-498-565

Join from a video-conferencing room or system.
Dial in or type: 67.217.95.2 or inroomlink.goto.com
Meeting ID: 466 498 565
Or dial directly: [466498565@67.217.95.2](tel:466498565@67.217.95.2) or 67.217.95.2##466498565

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
[325 West Gaines Street](#)
[Tallahassee, FL 32399-0400](#)
850-245-9115

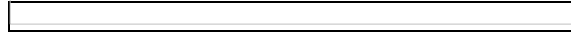
DOE email signature

From: Jennifer Cawsey <jcawsey@bfpwpub.com>
Sent: Friday, April 22, 2022 12:44 PM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Nicole Sheppard <nsheppard@bfpwpub.com>; Cindy Rabinowitz <crabinowitz@bfpwpub.com>; Claire Thompson <cthompson@bfpwpub.com>; Stoll, Tonya <Tonya.Stoll@macmillan.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: Re: BFW - initial appeal call

Thank you. We will forward to the appropriate parties at our end and look forward to connecting on Monday.

Jen

JEN CAWSEY | Director of Sales - High School | ☎ 778.835.1249
Pronouns | (She|Her|Hers)



Questions about using our digital products? Find answers in our new [Support Community!](#)

On Fri, 22 Apr 2022 at 09:04, Baumbach, Amber <Amber.Baumbach@fldoe.org> wrote:

Hello,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Monday, April 25th, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time BFW has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Monday.

Bedford, Freeman and Worth - appeal
Mon, Apr 25, 2022 11:00 AM - 11:30 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.
<https://meet.goto.com/466498565>

You can also dial in using your phone.
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Dial in or type: 67.217.95.2 or inroomlink.goto.com
Meeting ID: 466 498 565
Or dial directly: [466498565@67.217.95.2](tel:466498565@67.217.95.2) or 67.217.95.2##466498565

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education

[325 West Gaines Street](#)

[Tallahassee, FL 32399-0400](#)

850-245-9115

DOE email signature

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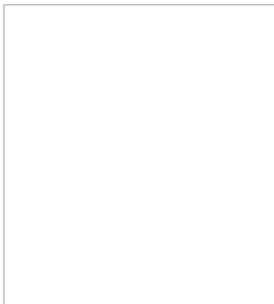
Claire Thompson | Sales Representative- Florida, Alabama & Mississippi | C 919.815.7785

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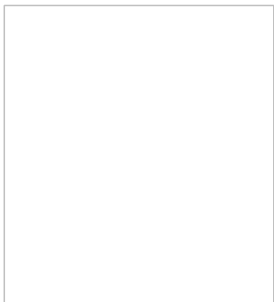
--

Claire Thompson | Sales Representative- Florida, Alabama & Mississippi | C 919.815.7785



--

Claire Thompson | Sales Representative- Florida, Alabama & Mississippi | C 919.815.7785



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Tuesday, April 26, 2022 1:52 PM EDT

To: Claire Thompson

CC: Baumbach, Amber; Cindy Rabinowitz; Jennifer Cawsey; Nicole Sheppard; Richmond, James; Rivers1, Angelia; Seeds, Cathy; Stoll, Tonya

Subject: RE: BFW - initial appeal call

Attachment(s): "image001.png", "image003.png", "image004.jpg", "image007.jpg", "image008.jpg", "image009.jpg"

Thanks for sending this in, Claire.

We will review and reach out with next steps soon.

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Claire Thompson <cthompson@bfpwpub.com>

Sent: Tuesday, April 26, 2022 1:34 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

CC: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Cindy Rabinowitz <crabinowitz@bfpwpub.com>; Jennifer Cawsey <jcawsey@bfpwpub.com>; Nicole Sheppard <nshppard@bfpwpub.com>; Richmond, James <James.Richmond@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Stoll, Tonya <Tonya.Stoll@macmillan.com>

Subject: Re: BFW - initial appeal call

Lauren,

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I know that you all are working around the clock - do you have any idea of the timeline for a response from the State?

We all appreciate your guidance through this process.

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Claire Thompson

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Hi Claire,

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Please see the attached spreadsheet and let me know if you have any questions along the way,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Claire Thompson <cthompson@bfpwpub.com>
Sent: Monday, April 25, 2022 3:12 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Cindy Rabinowitz <crabinowitz@bfpwpub.com>; Jennifer Cawsey <jcawsey@bfpwpub.com>; Nicole Sheppard <nsheppard@bfpwpub.com>; Richmond, James <James.Richmond@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Stoll, Tonya <Tonya.Stoll@macmillan.com>
Subject: Re: BFW - initial appeal call

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Claire Thompson

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850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Jennifer Cawsey <jcawsey@bfpwpub.com>
Sent: Friday, April 22, 2022 2:33 PM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Nicole Sheppard <nsheppard@bfpwpub.com>; Cindy Rabinowitz <crabinowitz@bfpwpub.com>; Claire Thompson <cthompson@bfpwpub.com>; Stoll, Tonya <Tonya.Stoll@macmillan.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: Re: BFW - initial appeal call

Hi Amber,

Thanks for the update. We look forward to chatting.

Jen

JEN CAWSEY | Director of Sales - High School | ☎ 778.835.1249
Pronouns | (She|Her|Hers)

Image removed by sender.

Questions about using our digital products? Find answers in our new [Support Community!](#)

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Mon, Apr 25, 2022 12:00 PM - 12:30 PM (EDT)

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<https://meet.goto.com/466498565>

You can also dial in using your phone.

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United States: [+1 \(646\) 749-3129](tel:+16467493129)

Access Code: 466-498-565

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Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 466 498 565

Or dial directly: [466498565@67.217.95.2](tel:466498565@67.217.95.2) or 67.217.95.2##466498565

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Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
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[Tallahassee, FL 32399-0400](#)
850-245-9115

DOE email signature

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Cc: Nicole Sheppard <nsheppard@bfwpub.com>; Cindy Rabinowitz <crabinowitz@bfwpub.com>; Claire Thompson <cthompson@bfwpub.com>; Stoll, Tonya <Tonya.Stoll@macmillan.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: Re: BFW - initial appeal call

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JEN CAWSEY | Director of Sales - High School | C 778.835.1249

Pronouns | (She|Her|Hers)

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you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Monday.

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Thank you,

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DOE email signature

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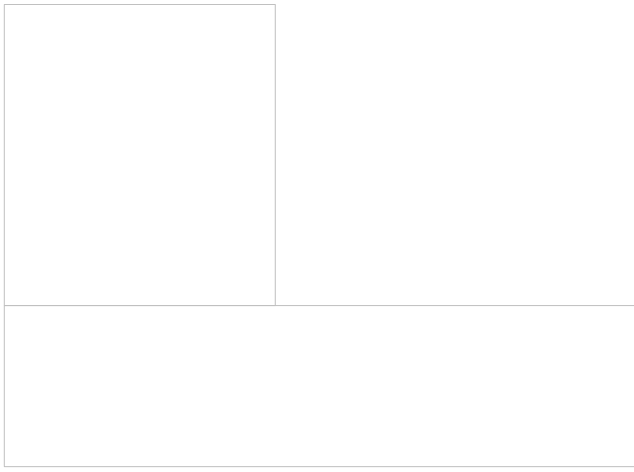
Claire Thompson | Sales Representative- Florida, Alabama & Mississippi | C 919.815.7785

Image removed by sender.

Image removed by sender.

--

Claire Thompson | Sales Representative- Florida, Alabama & Mississippi | C 919.815.7785



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Friday, April 29, 2022 4:45 PM EDT

To: Claire Thompson

CC: Baumbach, Amber; Cindy Rabinowitz; Jennifer Cawsey; Nicole Sheppard; Richmond, James; Rivers1, Angelia; Seeds, Cathy; Stoll, Tonya

Subject: RE: BFW - initial appeal call

Attachment(s): "image001.png", "image002.jpg", "image003.png", "image004.jpg", "image005.jpg"

Hi Claire,

We are pleased to announce that BFW's probability and statistics course is now adopted and added to our recommended list!

The documents should reflect on our website shortly.

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Claire Thompson <cthompson@bfwpub.com>

Sent: Friday, April 29, 2022 12:40 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Cindy Rabinowitz <crabinowitz@bfwpub.com>; Jennifer Cawsey <jcawsey@bfwpub.com>; Nicole Sheppard <nsheppard@bfwpub.com>; Richmond, James <James.Richmond@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Stoll, Tonya <Tonya.Stoll@macmillan.com>

Subject: Re: BFW - initial appeal call

Hi Lauren,

I hope you have had a great week. I wanted to touch base with you to see if there was any idea of a timeline for hearing back about our appeal.

I appreciate your time!

Best,
Claire Thompson

On Tue, Apr 26, 2022 at 1:52 PM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Thanks for sending this in, Claire.

We will review and reach out with next steps soon.

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
[325 West Gaines Street, Suite 424](#)
[Tallahassee, FL 32399-0400](#)
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Claire Thompson <cthompson@bfwpub.com>

Sent: Tuesday, April 26, 2022 1:34 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Cindy Rabinowitz <crabinowitz@bfwpub.com>; Jennifer Cawsey <jcawsey@bfwpub.com>; Nicole Sheppard <nsheppard@bfwpub.com>; Richmond, James <James.Richmond@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Stoll, Tonya <Tonya.Stoll@macmillan.com>

Subject: Re: BFW - initial appeal call

Lauren,

I have attached the spreadsheet for our appeal as well as the document with access instructions for SaplingPlus. Please let me know if you need anything else.

I know that you all are working around the clock - do you have any idea of the timeline for a response from the State?

We all appreciate your guidance through this process.

Best,

Claire Thompson

On Mon, Apr 25, 2022 at 3:50 PM Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Hi Claire,

Thank you for speaking with us!

Please see the attached spreadsheet and let me know if you have any questions along the way,
Lauren

Lauren Hamilton
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Subject: Re: BFW - initial appeal call

Hi Amber,

Thanks for the update. We look forward to chatting.

Jen
JEN CAWSEY | Director of Sales - High School | C 778.835.1249
Pronouns | (She|Her|Hers)

Image removed by sender.

Questions about using our digital products? Find answers in our new [Support Community!](#)

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Thank you,

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Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
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Pronouns | (She|Her|Hers)



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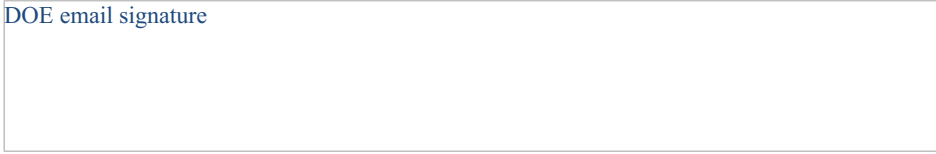
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[Tallahassee, FL 32399-0400](#)
850-245-9115
DOE email signature



--

Claire Thompson | Sales Representative- Florida, Alabama & Mississippi | **C** 919.815.7785

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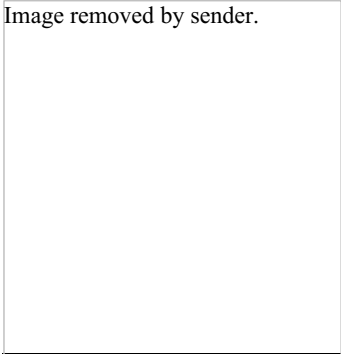
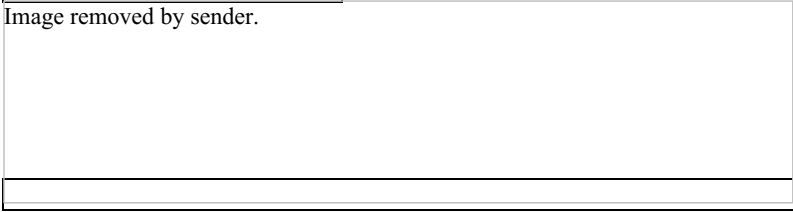
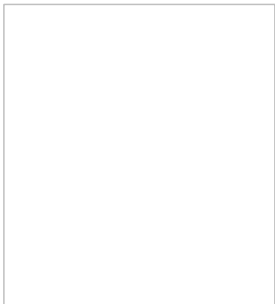


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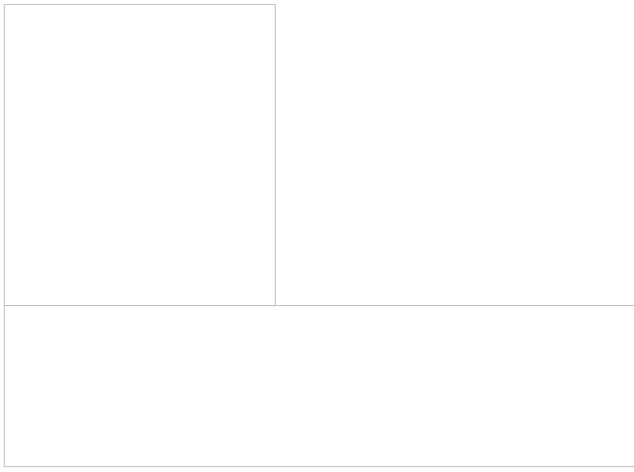
--

Claire Thompson | Sales Representative- Florida, Alabama & Mississippi | **C** 919.815.7785



--

Claire Thompson | Sales Representative- Florida, Alabama & Mississippi | **C** 919.815.7785



From: Jennifer Cawsey <jcawsey@bfwpub.com>

Sent: Friday, April 22, 2022 2:32 PM EDT

To: Baumbach; Amber

CC: Nicole Sheppard; Cindy Rabinowitz; Claire Thompson; Stoll, Tonya; Richmond, James; Seeds, Cathy; Hamilton, Lauren; Rivers1, Angelia

Subject: Re: BFW - initial appeal call

Attachment(s): "image001.png", "image003.jpg"

Hi Amber,

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Pronouns | (She|Her|Hers)



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Bureau of Standards and Instructional Support

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850-245-9115

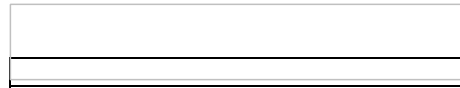
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Amber Baumbach

Library Media & Instructional Materials Program Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street

Tallahassee, FL 32399-0400

850-245-9115

DOE email signature

From: Emily Winston <emily.winston@larsontexts.com>

Sent: Tuesday, April 26, 2022 8:04 AM EDT

To: Hamilton, Lauren; Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia

CC: Jim.Richmond@fldoe.org <Jim.Richmond@fldoe.org>; Bob Onsi

Subject: RE: Big Ideas - initial appeal call

Attachment(s):

"image002.png","image003.png","image004.png","image005.png","image006.png","image007.png","image009.png","image010.png","image011.png","image012.jpg","image013.png","image014.png","Publisher Appeal Template_Big Ideas Learning_Gr 1_Bid ID 299.xlsx","Publisher Appeal Template_Big Ideas Learning_Gr 4_Bid ID 302.xlsx","Publisher Appeal Template_Big Ideas Learning_Gr K_Bid ID 298.xlsx"

Great! Apologies again for the issues with the previous links! I updated the link in the attached templates with the link that worked for you below. Please let me know if you have any questions.

Best regards,

Emily Winston

Senior State Adoptions Specialist

(877) 552-7766

emily.winston@bigideaslearning.com

www.bigideaslearning.com



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Tuesday, April 26, 2022 7:58 AM

To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: RE: Big Ideas - initial appeal call

This worked!

Thank you for sending this in. We will take a look and reach out regarding next steps.

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
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850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>

Sent: Monday, April 25, 2022 5:05 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: RE: Big Ideas - initial appeal call

Hi Lauren,

Are you able to access the files via this link?

[Florida Big Ideas Math - Front matter](#)

Emily Winston

Senior State Adoptions Specialist

(877) 552-7766

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www.bigideaslearning.com



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Subject: RE: Big Ideas - initial appeal call

Hi Emily,

I'm sorry, now the link wont load at all. Please let me know if there is anything I can do to assist.J

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>

Sent: Monday, April 25, 2022 2:45 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonisi@larsontexts.com>

Subject: RE: Big Ideas - initial appeal call

Hi Lauren,

Apologies again! Please see attached and let me know if you are still having trouble with the links.

Best regards,

Emily Winston

Senior State Adoptions Specialist

(877) 552-7766

emily.winston@bigideaslearning.com

www.bigideaslearning.com



From: Emily Winston

Sent: Monday, April 25, 2022 2:34 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonisi@larsontexts.com>

Subject: RE: Big Ideas - initial appeal call

So sorry about that! I will work on that and get back to you very soon.

Emily Winston

Senior State Adoptions Specialist

(877) 552-7766

emily.winston@bigideaslearning.com

www.bigideaslearning.com



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

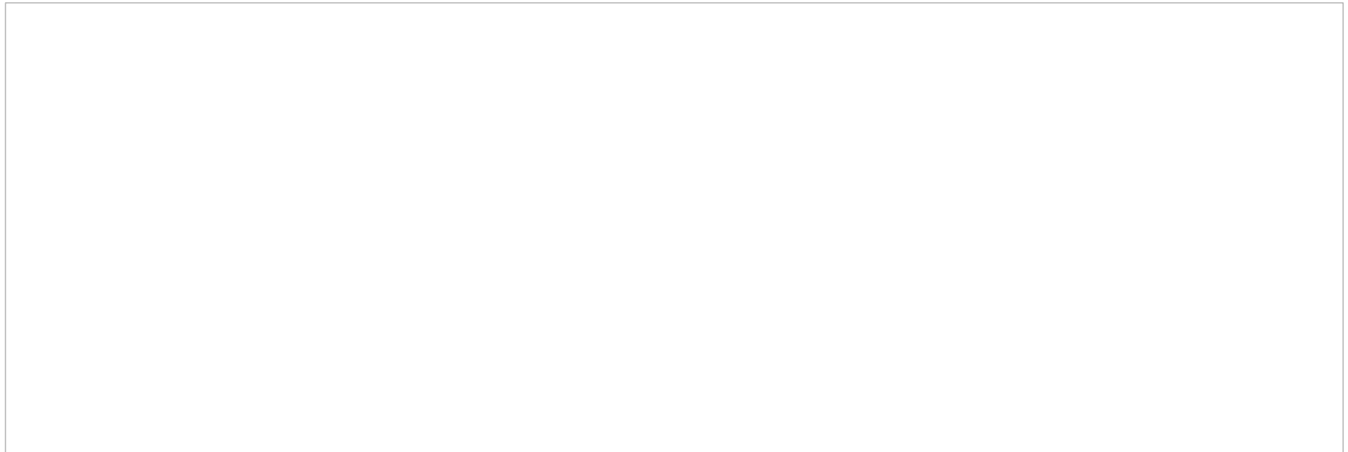
Sent: Monday, April 25, 2022 2:28 PM

To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: RE: Big Ideas - initial appeal call

Im not sure whats going on...This is the screen I receive when trying to access.



Lauren Hamilton
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FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>

Sent: Monday, April 25, 2022 2:26 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: RE: Big Ideas - initial appeal call

Hi Lauren,

Could you please try the links in these files? They should work, but if not, please let me know and I will send them another way.

Best regards,

Emily Winston

Senior State Adoptions Specialist

(877) 552-7766

emily.winston@bigideaslearning.com

www.bigideaslearning.com



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Monday, April 25, 2022 2:20 PM

To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: RE: Big Ideas - initial appeal call

Hi Emily,

Thank you for sending this in so quickly. It looks like we may have to be added to the sharepoint for access to the materials. Will you please add our team or send a different form of access?

Thank you!
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>

Sent: Monday, April 25, 2022 2:15 PM

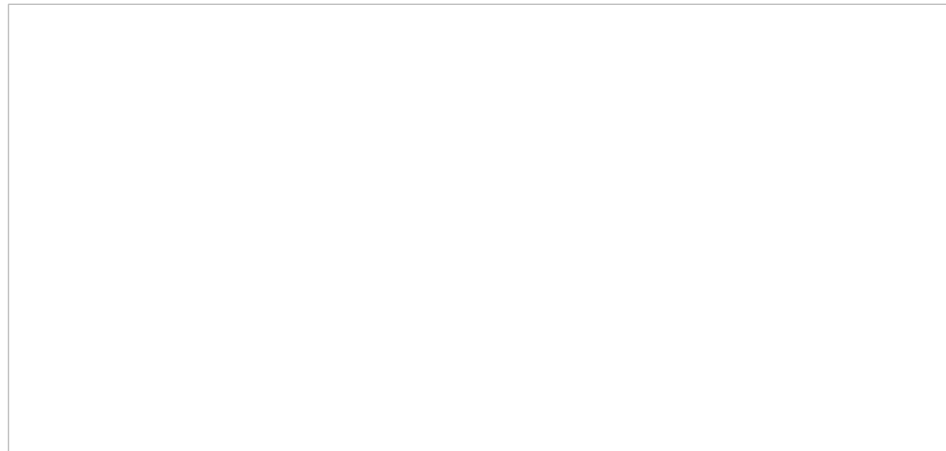
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: RE: Big Ideas - initial appeal call

Good afternoon,

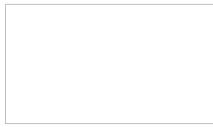
Thank you again for taking the time to speak with us this morning. Please see attached for appeal templates for Grades K, 1, and 4 from Big Ideas Learning, LLC. In response to the state's "Not Recommended List" pictured below, the attached templates show our proposed solution for the removal of the included special topic (SEL).




Please let us know if you have any questions or if there is anything else we can provide you with at this time. Again, thank you for providing us

with this opportunity and we look forward to a continued partnership with the FL DOE.

Best regards,



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 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 10:35 AM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Good morning,

Thank you for speaking with us this morning! I have attached the appeal template as well as the reviews for 298, 299, and 302 for your convenience.

Please reach out if you have any questions or concerns along the way,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
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FDOE_Public Schools Signature (005)

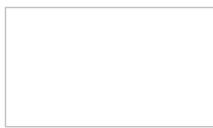


From: Emily Winston <emily.winston@larsontexts.com>
Sent: Friday, April 22, 2022 6:24 PM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call


Hi Ms. Baumbach,

Thank you for scheduling the meeting. Joining on Monday will be myself and Bob Onsi. To help facilitate the conversation, we thought we would share the attached document. We look forward to speaking with you as well.

Best regards,



Emily Winston
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 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com



From: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Sent: Friday, April 22, 2022 1:17 PM
To: Emily Winston <emily.winston@larsontexts.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: Big Ideas - initial appeal call

Hi Emily,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Monday, April 25th, at 10:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time Big Ideas has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Monday.

Big Ideas - appeal
Mon, Apr 25, 2022 10:00 AM - 10:30 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.

<https://meet.goto.com/552391413>

You can also dial in using your phone.

United States (Toll Free): [1 866 899 4679](tel:18668994679)

United States: [+1 \(571\) 317-3116](tel:+15713173116)

Access Code: 552-391-413

Join from a video-conferencing room or system.

Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 552 391 413

Or dial directly: [552391413@67.217.95.2](tel:67.217.95.2) or 67.217.95.2##552391413

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

DOE email signature

From: Emily Winston <emily.winston@larsontexts.com>

Sent: Friday, April 22, 2022 12:32 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: Big Ideas Learning - FL 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,

On behalf of Big Ideas Learning, LLC, we first would like to thank the staff of the FL DOE for creating this multi-step adoption process and allowing us to work with your team. We sincerely appreciate your diligence, time, and dedication to this matter, and we look forward to partnering with you.

Big Ideas Learning, LLC would like to appeal the decision of the FL DOE to not list our Florida's B.E.S.T Standards for Math K-5 (Bid IDs 298-303) and Algebra 2 with CalcChat® and CalcView® (Bid ID 311) titles on the state's approved Instructional Materials Adoption List.

At this time, we do not want to pursue a DOAH hearing and would like to work directly with DOE staff to remediate our issue. We are requesting a meeting as soon as possible regarding the materials mentioned above. If it would be helpful to DOE staff, we are happy to meet after non-traditional work hours during the week or over the weekend.

Please let us know what date and time would work best for DOE staff and we will be glad to set up the meeting.

Best regards,

Emily Winston

Senior State Adoptions Specialist

(877) 552-7766

emily.winston@bigideaslearning.com

www.bigideaslearning.com



	A	B	C	D	E	F	G	H	I	J
1	COURSE <u>5012030</u> Grade <u>1</u>									
2	BID <u>299</u>									
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction	Link to correction in materials						
4		Social Emotional Learning (SEL)	Big Ideas Learning has removed all marketing front matter (pages iii-xxxii) from the Teaching Edition.	Grade 1 Front Matter (Before and After)						
5										
6										
7										
8										

1-

R

	A	B	C	D	E	F	G	H	I	J
1	COURSE <u>5012060</u> Grade <u>4</u>									
2	BID <u>302</u>									
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction	Link to correction in materials						
4		Social Emotional Learning (SEL)	Big Ideas Learning has removed all marketing front matter (pages iii-xxxii) from the Teaching Edition.	Grade 4 Front Matter (Before and After)						
5										
6										
7										
8										

	A	B	C	D	E	F	G	H	I	J
1	COURSE 5012020 Grade K									
2	BID 298									
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction	Link to correction in materials						
4		Social Emotional Learning (SEL)	Big Ideas Learning has removed all marketing front matter (pages iii-xxxii) from the Teaching Edition.	Grade K Front Matter (Before and After)						
5										
6										
7										
8										

From: Emily Winston <emily.winston@larsontexts.com>

Sent: Monday, April 25, 2022 3:21 PM EDT

To: Hamilton, Lauren; Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia

CC: Jim.Richmond@fldoe.org <Jim.Richmond@fldoe.org>; Bob Onsi

Subject: RE: Big Ideas - initial appeal call

Attachment(s): "Publisher Appeal Template_Big Ideas Learning_Algebra 2_Bid ID

311.xlsx", "image001.png", "image002.png", "image003.png", "image004.png", "image005.png", "image006.png", "image007.png", "image008.png", "image009.png", "image010.png"

Good afternoon,

Thank you again for taking the time to speak with us this morning. Please see attached for the appeal template for Algebra 2 with CalcChat® and CalcView® from Big Ideas Learning, LLC. In response to the state's "Not Recommended List" pictured below, the attached template shows citations in response to the standards scored with below a 3.



Please let us know if you have any questions or if there is anything else we can provide you with at this time. Again, thank you for providing us with this opportunity and we look forward to a continued partnership with the FL DOE.

Best regards,

Emily Winston

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From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Monday, April 25, 2022 10:35 AM

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Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: RE: Big Ideas - initial appeal call

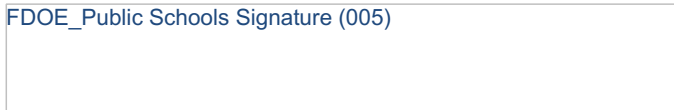
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Lauren

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FDOE_Public Schools Signature (005)



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To: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy

<Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
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Big Ideas - appeal
Mon, Apr 25, 2022 10:00 AM - 10:30 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.

<https://meet.goto.com/552391413>

You can also dial in using your phone.

United States (Toll Free): [1 866 899 4679](tel:18668994679)

United States: [+1 \(571\) 317-3116](tel:+15713173116)

Access Code: 552-391-413

Join from a video-conferencing room or system.

Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 552 391 413

Or dial directly: [552391413@67.217.95.2](tel:552391413@67.217.95.2) or 67.217.95.2##552391413

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
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DOE email signature

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Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: Big Ideas Learning - FL 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,


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At this time, we do not want to pursue a DOAH hearing and would like to work directly with DOE staff to remediate our issue. We are requesting a meeting as soon as possible regarding the materials mentioned above. If it would be helpful to DOE staff, we are happy to meet after non-traditional work hours during the week or over the weekend.

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Best regards,

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 www.bigideaslearning.com

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	
	COURSE 1200330 Algebra 2															
	BID 311															
1																
2																
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction	Link to correction in materials												1-
4	MA.912.AR.1.6		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.	4.2	4.3	4.4	4.5									
5	MA.912.AR.1.9		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.	7.4	7.5											
6	MA.912.AR.3.2		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.	3.1	3.2	3.3	3.4									
7	MA.912.AR.3.3		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.	3.6												
8	MA.912.AR.3.4		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.	2.3	2.4	3.1	3.4									
9	MA.912.AR.3.8		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.	2.1	2.2	2.3	2.4	3.1	3.3	3.4	3.5					
10	MA.912.AR.3.9		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.	3.6												
11	MA.912.AR.3.10		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.	3.6												
12	MA.912.AR.4.2		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.	1.4												
13	MA.912.AR.4.4		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.	1.5												

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
14	MA.912.AR.5.2		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			6.6									
15	MA.912.AR.5.4		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			6.1	6.7	6.4							
16	MA.912.AR.6.1		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			4.5									
17	MA.912.AR.6.5		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			4.1	4.5	4.7	5.8						
18	MA.912.AR.7.1		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			5.5									
19	MA.912.AR.7.2		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			5.3	5.4	5.8							
20	MA.912.AR.7.3		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			5.3	5.4								
21	MA.912.AR.8.1		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			7.1	7.6								
22	MA.912.AR.8.2		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			7.2	7.3	7.5	7.6						
23	MA.912.AR.8.3		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			7.1	7.2	7.3	7.4	7.5	7.6				
24	MA.912.AR.9.7		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			3.5	3.7								
25	MA.912.DP.2.8		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			2.4									

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
26	MA.912.DP.2.9		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			6.7									
27	MA.912.F.1.7		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			1.3	1.5	2.2	5.3	6.1	6.2	6.3	7.2		
28	MA.912.F.2.2		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			1.1	1.2	2.1	4.6	5.3	5.4	6.4	7.2		
29	MA.912.F.2.3		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			1.2	2.1	4.6	5.3	5.4	6.4	7.2			
30	MA.912.F.2.5		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			1.2	2.1	4.6	5.3	5.4	6.4	7.2			
31	MA.912.F.3.2		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			5.6	6.6								
32	MA.912.F.3.4		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			5.7									
33	MA.912.F.3.6		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			5.8									
34	MA.912.F.3.7		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			5.8	6.3								
35	MA.912.FL.3.1		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			6.2									
36	MA.912.FL.3.2		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			6.1	6.2								
37	MA.912.FL.3.4		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			6.2									

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
38	MA.912.NSO.1.3		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			5.1	5.2								
39	MA.912.NSO.1.5		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			5.2									
40	MA.912.NSO.1.6		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			6.3	6.5								
41	MA.912.NSO.1.7		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			6.3	6.5								
42	MA.912.NSO.2.1		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			3.2									
43	MA.K12.MTR.6.1		Big Ideas Learning believes that this standard is addressed in our Algebra 2 submission. Please refer to the citations listed.			p.27	p.120	p.257	p.391						

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Tuesday, April 26, 2022 7:58 AM EDT
To: Emily Winston; Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia
CC: Jim.Richmond@fldoe.org <Jim.Richmond@fldoe.org>; Bob Onsi
Subject: RE: Big Ideas - initial appeal call
Attachment(s):
"image008.png", "image012.png", "image013.png", "image014.png", "image015.png", "image016.png", "image017.png", "image018.png", "image019.png", "image021.png", "image022.png", "image001.jpg"
This worked!

Thank you for sending this in. We will take a look and reach out regarding next steps.

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Monday, April 25, 2022 5:05 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
CC: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Lauren,

Are you able to access the files via this link?

[Florida Big Ideas Math - Front matter](#)

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 4:15 PM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
CC: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Emily,

I'm sorry, now the link wont load at all. Please let me know if there is anything I can do to assistJ

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Monday, April 25, 2022 2:45 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
CC: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Lauren,

Apologies again! Please see attached and let me know if you are still having trouble with the links.

Best regards,

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Emily Winston
Sent: Monday, April 25, 2022 2:34 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
CC: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

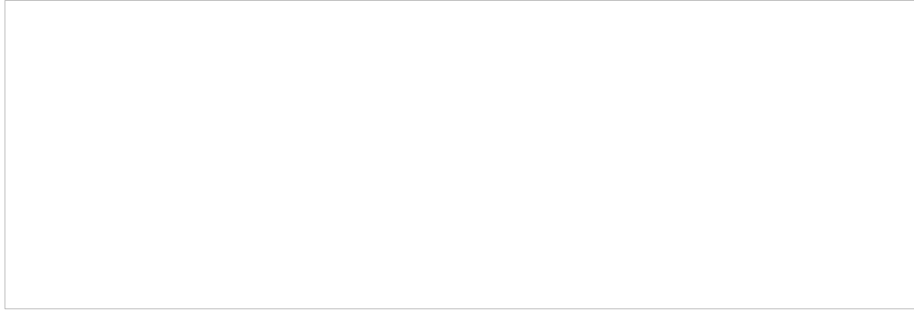
So sorry about that! I will work on that and get back to you very soon.

Emily Winston
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 2:28 PM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Im not sure whats going on...This is the screen I receive when trying to access.



Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Monday, April 25, 2022 2:26 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Lauren,

Could you please try the links in these files? They should work, but if not, please let me know and I will send them another way.

Best regards,

Emily Winston
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 2:20 PM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Emily,

Thank you for sending this in so quickly. It looks like we may have to be added to the sharepoint for access to the materials. Will you please add our team or send a different form of access?

Thank you!
Lauren

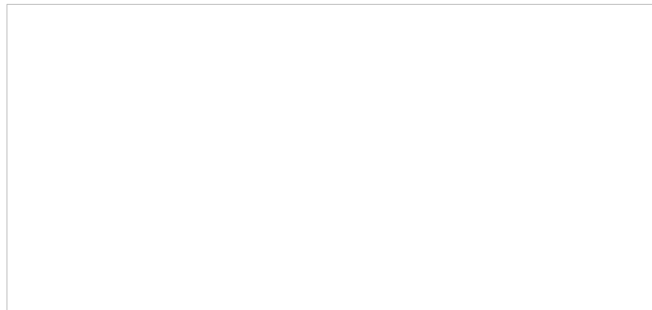
Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

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Sent: Monday, April 25, 2022 2:15 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Good afternoon,

Thank you again for taking the time to speak with us this morning. Please see attached for appeal templates for Grades K, 1, and 4 from Big Ideas Learning, LLC. In response to the state's "Not Recommended List" pictured below, the attached templates show our proposed solution for the removal of the included special topic (SEL).



Please let us know if you have any questions or if there is anything else we can provide you with at this time. Again, thank you for providing us with this opportunity and we look forward to a continued partnership with the FL DOE.

Best regards,

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 10:35 AM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Good morning,

Thank you for speaking with us this morning! I have attached the appeal template as well as the reviews for 298, 299, and 302 for your convenience.

Please reach out if you have any questions or concerns along the way,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)



From: Emily Winston <emily.winston@larsontexts.com>
Sent: Friday, April 22, 2022 6:24 PM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Ms. Baumbach,

Thank you for scheduling the meeting. Joining on Monday will be myself and Bob Onsi. To help facilitate the conversation, we thought we would share the attached document. We look forward to speaking with you as well.

Best regards,

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Sent: Friday, April 22, 2022 1:17 PM
To: Emily Winston <emily.winston@larsontexts.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: Big Ideas - initial appeal call

Hi Emily,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Monday, April 25th, at 10:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time Big Ideas has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Monday.

Big Ideas - appeal
Mon, Apr 25, 2022 10:00 AM - 10:30 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.
<https://meet.goto.com/552391413>

You can also dial in using your phone.

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United States: [+1 \(571\) 317-3116](tel:+15713173116)

Access Code: 552-391-413

Join from a video-conferencing room or system.

Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 552 391 413

Or dial directly: 552391413@67.217.95.2 or 67.217.95.2##552391413

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
DOE email signature

From: Emily Winston <emily.winston@larsontexts.com>

Sent: Friday, April 22, 2022 12:32 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: Big Ideas Learning - FL 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,

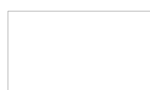
On behalf of Big Ideas Learning, LLC, we first would like to thank the staff of the FL DOE for creating this multi-step adoption process and allowing us to work with your team. We sincerely appreciate your diligence, time, and dedication to this matter, and we look forward to partnering with you.

Big Ideas Learning, LLC would like to appeal the decision of the FL DOE to not list our Florida's B.E.S.T Standards for Math K-5 (Bid IDs 298-303) and Algebra 2 with CalcChat® and CalcView® (Bid ID 311) titles on the state's approved Instructional Materials Adoption List.

At this time, we do not want to pursue a DOAH hearing and would like to work directly with DOE staff to remediate our issue. We are requesting a meeting as soon as possible regarding the materials mentioned above. If it would be helpful to DOE staff, we are happy to meet after non-traditional work hours during the week or over the weekend.

Please let us know what date and time would work best for DOE staff and we will be glad to set up the meeting.

Best regards,



Emily Winston
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com



From: Starling, Courtney <Courtney.Starling@fldoe.org>
Sent: Wednesday, April 27, 2022 6:22 AM EDT
To: Hamilton, Lauren; Baumbach, Amber
CC: Seeds, Cathy; Rivers1, Angelia; Duncan, Patricia
Subject: RE: Big Ideas - initial appeal call
Attachment(s): "Bid 311-
Template.docx", "image012.png", "image013.png", "image014.png", "image015.png", "image016.png", "image017.png", "image018.png", "image019.png", "image020.png", "image021.png", "image022.png", "im-

Hi all,
Attached is the completed word document for review. Please let me know if you have any questions or I need to provide further details.

Courtney Starling
Secondary Mathematics Specialist
Office of STEAM
Bureau of Standards and Instructional Support
Florida Department of Education
850.245.9066
cid:3a93a98a-7611-4546-85ea-0f8eb73bedc5

Please note that Florida has a very broad public records law. Most written communications to or from state officials are public records available to the public and media upon request.

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Tuesday, April 26, 2022 9:47 AM
To: Duncan, Patricia <Patricia.Duncan@fldoe.org>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Starling, Courtney <Courtney.Starling@fldoe.org>
Subject: RE: Big Ideas - initial appeal call

Hi PJ,

Please complete the word document from Friday. The excel spreadsheet is from Big Ideas and can be used to check the standards correlations on the word doc.

Let me know if you have any other questions,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Duncan, Patricia <Patricia.Duncan@fldoe.org>
Sent: Tuesday, April 26, 2022 9:42 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Starling, Courtney <Courtney.Starling@fldoe.org>
Subject: RE: Big Ideas - initial appeal call

Hi Lauren,

Do we need to complete the word document from Friday? The excel document from today? Or both? Thanks much!

PJ Duncan
Director, Office of STEAM
Bureau of Standards and Instructional Support
Florida Department of Education
850-245-0808
DOE Logo

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Tuesday, April 26, 2022 8:59 AM
To: Duncan, Patricia <Patricia.Duncan@fldoe.org>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: Big Ideas - initial appeal call

It is! J We went ahead and had them fill out the standards correlations as well.

Thanks for checking,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Duncan, Patricia <Patricia.Duncan@fldoe.org>
Sent: Tuesday, April 26, 2022 8:58 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: Big Ideas - initial appeal call

Thank you Lauren.

Just checking, is this the same course that Amber sent to us on Friday afternoon. It appears to be, but I didn't want to make any assumptions.

Best,

PJ Duncan
Director, Office of STEAM

Bureau of Standards and Instructional Support
Florida Department of Education
850-245-0808
DOE Logo



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Tuesday, April 26, 2022 8:12 AM
To: Duncan, Patricia <Patricia.Duncan@fldoe.org>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: FW: Big Ideas - initial appeal call

Good morning PJ,

Please see the attached correlations for the Algebra 2 course for Big Idea's. Please have your team review the links and return back. All links should be working, but please let me know if you have any trouble accessing.

Thank you for helping with this and the quick turnaround!

Let me know if you have any questions along the way,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

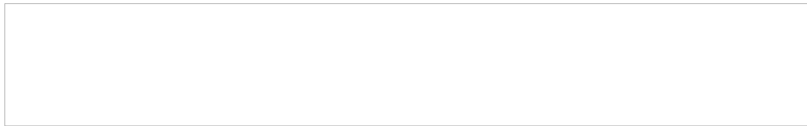
FDOE_Public Schools Signature (005)



From: Emily Winston <emily.winston@larsontexts.com>
Sent: Monday, April 25, 2022 3:21 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonisi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Good afternoon,

Thank you again for taking the time to speak with us this morning. Please see attached for the appeal template for Algebra 2 with CalcChat® and CalcView® from Big Ideas Learning, LLC. In response to the state's "Not Recommended List" pictured below, the attached template shows citations in response to the standards scored with below a 3.



Please let us know if you have any questions or if there is anything else we can provide you with at this time. Again, thank you for providing us with this opportunity and we look forward to a continued partnership with the FL DOE.

Best regards,



Emily Winston
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 10:35 AM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonisi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Good morning,

Thank you for speaking with us this morning! I have attached the appeal template as well as the reviews for 298, 299, and 302 for your convenience.

Please reach out if you have any questions or concerns along the way,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)



From: Emily Winston <emily.winston@larsontexts.com>
Sent: Friday, April 22, 2022 6:24 PM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonisi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Ms. Baumbach,

Thank you for scheduling the meeting. Joining on Monday will be myself and Bob Onsi. To help facilitate the conversation, we thought we would share the attached document. We look forward to speaking with you as well.

Best regards,

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Sent: Friday, April 22, 2022 1:17 PM
To: Emily Winston <emily.winston@larsontexts.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: Big Ideas - initial appeal call

Hi Emily,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Monday, April 25th, at 10:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time Big Ideas has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Monday.

Big Ideas - appeal
Mon, Apr 25, 2022 10:00 AM - 10:30 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.
<https://meet.goto.com/552391413>

You can also dial in using your phone.
United States (Toll Free): [1 866 899 4679](tel:18668994679)
United States: [+1 \(671\) 317-3116](tel:+16713173116)

Access Code: 552-391-413

Join from a video-conferencing room or system.
Dial in or type: 67.217.95.2 or inroomlink.goto.com
Meeting ID: 552 391 413
Or dial directly: [552391413@67.217.95.2](tel:552391413@67.217.95.2) or 67.217.95.2##552391413

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
DOE email signature


From: Emily Winston <emily.winston@larsontexts.com>
Sent: Friday, April 22, 2022 12:32 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: Big Ideas Learning - FL 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,

On behalf of Big Ideas Learning, LLC, we first would like to thank the staff of the FL DOE for creating this multi-step adoption process and allowing us to work with your team. We sincerely appreciate your diligence, time, and dedication to this matter, and we look forward to partnering with you.

Big Ideas Learning, LLC would like to appeal the decision of the FL DOE to not list our Florida's B.E.S.T Standards for Math K-5 (Bid IDs 298-303) and Algebra 2 with CalcChat® and CalcView® (Bid ID 311) titles on the state's approved Instructional Materials Adoption List.

At this time, we do not want to pursue a DOAH hearing and would like to work directly with DOE staff to remediate our issue. We are requesting a meeting as soon as possible regarding the materials mentioned above. If it would be helpful to DOE staff, we are happy to meet after non-traditional work hours during the week or over the weekend.

Please let us know what date and time would work best for DOE staff and we will be glad to set up the meeting.

Best regards,

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

Reviewer's Name:

Title: Florida's B.E.S.T. Standards for MATH Algebra 2 with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: [Algebra 2](#)

Bid ID: 311

Final Recommendation

<p>Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?</p>	
<p>How would you rate the overall usability of the instructional material?</p>	<p>Material is a run of the mill math textbook, but lacks some of the components within B.E.S.T. Teacher will need to do some planning in order to teach content through lens of the MTRs.</p>
<p>Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.</p>	<p>Some sections within materials is not aligned to B.E.S.T. (e.g., section 4.8 writing polynomial and fitting polynomial; section 7.1 variation). Some sections are below course while others above. Little to no evidence of benchmarks not taught in isolation. Content is broken into function types but never opportunity to make connections between functions or various representations.</p>

	<p>Heavy focus on “simplified form” throughout which is not a major focus within B.E.S.T.</p> <p>Would like more “Explore it” tasks for instruction rather than procedural examples.</p> <p>Majority of the examples use “nice” numbers and mathematics is sometimes not a “nice” subject, especially when based on data and modeling it.</p>
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Standard	Description	Reviewer Rating	Rating Justification
MA.912.AR.1.1	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.	4	Embedded throughout
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	3	Material covered has students using specific methods which is not an expectation of B.E.S.T. Majority of examples have integer number coefficients and not rational number coefficients.
MA.912.AR.1.5	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	3	Material covered has students using specific methods which is not an expectation of B.E.S.T.
MA.912.AR.1.6	Solve mathematical and real-world problems involving addition, subtraction,	3	Material covered has students using specific methods

	multiplication or division of polynomials.		which is not an expectation of B.E.S.T. Majority of examples have integer number coefficients and not rational number coefficients.
MA.912.AR.1.8	Rewrite a polynomial expression as a product of polynomials over the real or complex number system.	4	Embedded throughout
MA.912.AR.1.9	Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions.	4	Evident
MA.912.AR.3.2	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real and complex number systems.	3	Material covered within Sections 3.1 and 3.3 is content from Alg 1. Additionally within B.E.S.T. no expectation for solve using specific method.
MA.912.AR.3.3	Given a mathematical or real-world context, write and solve one-variable quadratic inequalities over the real number system. Represent solutions algebraically or graphically.	4	Evident
MA.912.AR.3.4	Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	4	Evident
MA.912.AR.3.8	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context.	4	Only explicitly evident in few lessons

MA.912.AR.3.9	Given a mathematical or real-world context, write two-variable quadratic inequalities to represent relationships between quantities from a graph or a written description.	4	Only explicitly evident in few lessons
MA.912.AR.3.10	Given a mathematical or real-world context, graph the solution set to a two-variable quadratic inequality.	4	Only explicitly evident in few lessons
MA.912.AR.4.2	Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically.	4	Only explicitly evident in few lessons
MA.912.AR.4.4	Solve and graph mathematical and real-world problems that are modeled with absolute value functions. Interpret key features and determine constraints in terms of the context.	4	Only explicitly evident in few lessons
MA.912.AR.5.2	Solve one-variable equations involving logarithms or exponential expressions. Interpret solutions as viable in terms of the context and identify any extraneous solutions.	4	Evident
MA.912.AR.5.4	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	4	Evident
MA.912.AR.5.5	Given an expression or equation representing an exponential function, reveal the constant percent rate of change per unit interval using the properties of exponents. Interpret the constant percent rate of change in terms of a real-world context.	4	Evident

MA.912.AR.5.7	Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context.	4	Only explicitly evident in few lessons
MA.912.AR.5.8	Given a table, equation or written description of a logarithmic function, graph that function and determine its key features.	4	Evident
MA.912.AR.5.9	Solve and graph mathematical and real-world problems that are modeled with logarithmic functions. Interpret key features and determine constraints in terms of the context.	4	Only explicitly evident in few lessons
MA.912.AR.6.1	Given a mathematical or real-world context, when suitable factorization is possible, solve one-variable polynomial equations of degree 3 or higher over the real and complex number systems.	4	Evident
MA.912.AR.6.5	Sketch a rough graph of a polynomial function of degree 3 or higher using zeros, multiplicity and knowledge of end behavior.	4	Materials goes beyond this benchmark
MA.912.AR.7.1	Solve one-variable radical equations. Interpret solutions as viable in terms of context and identify any extraneous solutions.	4	Evident
MA.912.AR.7.2	Given a table, equation or written description of a square root or cube root function, graph that function and determine its key features.	4	Evident
MA.912.AR.7.3	Solve and graph mathematical and real-world problems that are modeled with square root or cube root functions. Interpret key	4	Only explicitly evident in few lessons

	features and determine constraints in terms of the context.		
MA.912.AR.8.1	Write and solve one-variable rational equations. Interpret solutions as viable in terms of the context and identify any extraneous solutions.	4	Evident
MA.912.AR.8.2	Given a table, equation or written description of a rational function, graph that function and determine its key features.	3	Materials has this split into three sections which may cause misconceptions on three different ways of graphing and analyzing. Never opportunity to bring together.
MA.912.AR.8.3	Solve and graph mathematical and real-world problems that are modeled with rational functions. Interpret key features and determine constraints in terms of the context.	3	Materials has this split into three sections which may cause misconceptions on three different ways of graphing and analyzing. Never opportunity to bring together.
MA.912.AR.9.2	Given a mathematical or real-world context, solve a system consisting of a two-variable linear equation and a non-linear equation algebraically or graphically.	4	Only explicitly evident in few lessons
MA.912.AR.9.3	Given a mathematical or real-world context, solve a system consisting of two-variable linear or non-linear equations algebraically or graphically.	4	Only explicitly evident in few lessons
MA.912.AR.9.5	Graph the solution set of a system of two-variable inequalities.	4	Only explicitly evident in few lessons
MA.912.AR.9.7	Given a real-world context, represent constraints as systems	4	Only explicitly evident in few lessons

	of linear and non-linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.		
MA.912.DP.2.8	Fit a quadratic function to bivariate numerical data that suggests a quadratic association and interpret any intercepts or the vertex of the model. Use the model to solve real-world problems in terms of the context of the data.	4	Only explicitly evident in few lessons
MA.912.DP.2.9	Fit an exponential function to bivariate numerical data that suggests an exponential association. Use the model to solve real-world problems in terms of the context of the data.	4	Only explicitly evident in few lessons
MA.912.F.1.1	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.	3	Only have 4 parent functions (some of which focus in Alg1) represented within chapter 1 and doesn't represent all functions within the course
MA.912.F.1.7	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	2	Little to no evidence of comparison of different functions within the course.
MA.912.F.1.9	Determine whether a function is even, odd or neither when represented algebraically, graphically or in a table.	3	Evidence in one chapter but not throughout materials.
MA.912.F.2.2	Identify the effect on the graph of a given function of two or more transformations defined by adding a real number to the x- or y- values or multiplying the x- or y- values by a real number.	4	Evident
MA.912.F.2.3	Given the graph or table of $f(x)$ and the graph or table of $f(x)+k$, $kf(x)$, $f(kx)$ and $f(x+k)$,	4	Evident

	state the type of transformation and find the value of the real number k .		
MA.912.F.2.5	Given a table, equation or graph that represents a function, create a corresponding table, equation or graph of the transformed function defined by adding a real number to the x - or y -values or multiplying the x - or y -values by a real number.	4	Evident
MA.912.F.3.2	Given a mathematical or real-world context, combine two or more functions, limited to linear, quadratic, exponential and polynomial, using arithmetic operations. When appropriate, include domain restrictions for the new function.	4	Only explicitly evident in few lessons
MA.912.F.3.4	Represent the composition of two functions algebraically or in a table. Determine the domain and range of the composite function.	4	Only explicitly evident in few lessons
MA.912.F.3.6	Determine whether an inverse function exists by analyzing tables, graphs and equations.	4	Only explicitly evident in few lessons
MA.912.F.3.7	Represent the inverse of a function algebraically, graphically or in a table. Use composition of functions to verify that one function is the inverse of the other.	4	Only explicitly evident in few lessons
MA.912.FL.3.1	Compare simple, compound and continuously compounded interest over time.	4	Only explicitly evident in few lessons
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	4	Only explicitly evident in few lessons

MA.912.FL.3.4	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.	4	Only explicitly evident in few lessons
MA.912.NSO.1.3	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents.	4	Only explicitly evident in few lessons
MA.912.NSO.1.5	Add, subtract, multiply and divide algebraic expressions involving radicals.	4	Only explicitly evident in few lessons
MA.912.NSO.1.6	Given a numerical logarithmic expression, evaluate and generate equivalent numerical expressions using the properties of logarithms or exponents.	4	Only explicitly evident in few lessons
MA.912.NSO.1.7	Given an algebraic logarithmic expression, generate an equivalent algebraic expression using the properties of logarithms or exponents.	4	Only explicitly evident in few lessons
MA.912.NSO.2.1	Extend previous understanding of the real number system to include the complex number system. Add, subtract, multiply and divide complex numbers.	4	Evident
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as 	5	Embedded throughout (although seen more in instruction rather than curriculum)

	<p>needed while solving a challenging task.</p> <ul style="list-style-type: none"> • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. 		
<p>MA.K12.MTR.2.1</p>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 	3	<p>Little evidence of how representation relate to one another. Many lessons focus just on algebraic representation or just on graphical representation.</p>
<p>MA.K12.MTR.3.1</p>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p>	3	<p>Many places where students directed to use specific method or strategy rather than allowing students to choose, and justify</p>

	<ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 		<p>why, efficient method based on content and context.</p>
<p>MA.K12.MTR.4.1</p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. 	<p>5</p>	<p>Embedded throughout (although seen more in instruction rather than curriculum)</p>

	<ul style="list-style-type: none"> Construct possible arguments based on evidence. 		
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. 	3	Little evidence of related concepts and similarities within problems.
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. 	3	Specific questions that address this but not embedded within lessons.

	<ul style="list-style-type: none"> • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. 		
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	3	Real-world contexts embedded but little evidence of gathering data and redesigning models.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	3	Specific questions that address this but not embedded within lessons.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5	Embedded throughout
ELA.K12.EE.3.1	Make inferences to support comprehension.	5	Embedded throughout
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5	Embedded throughout (although seen more in instruction rather than curriculum)

ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5	Embedded throughout (although seen more in instruction rather than curriculum)
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5	Embedded throughout (although seen more in instruction rather than curriculum)
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5	Embedded throughout

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	3	Some sections within materials is not aligned to B.E.S.T. (e.g., section 4.8 writing polynomial and fitting polynomial; section 7.1 variation). Some sections are below course while others above. Little to no evidence of benchmarks not taught in isolation. Content is broken into function types but never opportunity to make connections between functions or various representations. Heavy focus on "simplified form" throughout which is not a major focus within B.E.S.T. Would like more "Explore it" tasks for instruction rather than procedural examples.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	3	Much of content uses "nice" numbers, which is not seen often within mathematics.

3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3	Evident
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3	Evident
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3	Evident
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	3	Evident
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	3	Evident
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4	Evident
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4	Evident
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4	Evident
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4	Evident
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4	Evident

13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4	Evident
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4	Evident
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4	Evident
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4	Evident
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4	Evident
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4	Evident
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4	Evident
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4	Evident
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3	See comments in beginning of section

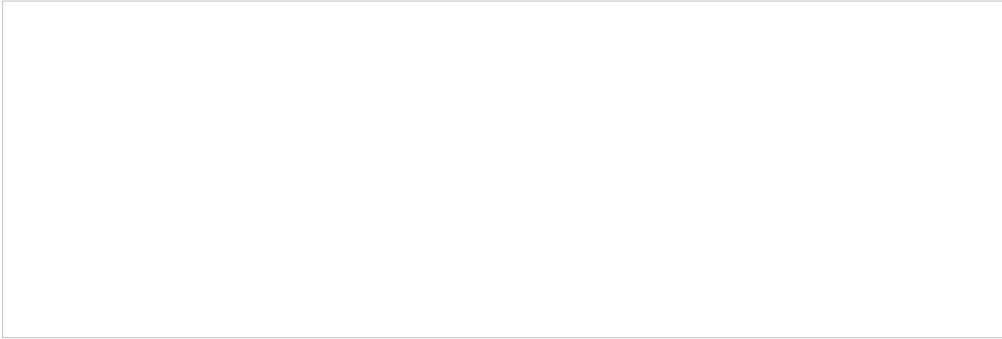
Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	3	Teacher will need additional work in order to align mathematical content to aspects of the B.E.S.T. Standards, including teaching through lens of MTRs.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4	All submitted components seems to be consistent.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	2	The order in which content is presented in materials is not the order in which I would instruct, but not all classrooms could have same order. Teacher would need additional time to pace out school year.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4	All content appropriate for high school.
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	3	Teacher will need adjust some pacing of content depending on their students.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4	Materials seems to provide support for all learners.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4	Materials present content with accessibility but teacher will need to adjust instruction for alignment and pacing.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4	Evident
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4	Evident
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4	Evident
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4	Evident
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4	Evidence of differentiation
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4	Evident
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4	Evident
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4	Evident
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4	Evident
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4	Evident

11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4	Evident
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4	Evident
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	3	MTRs are not appropriately embedded throughout
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	3	See comments above

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	4	None evident
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4	None evident
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4	None evident
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	4	None evident

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 2:28 PM EDT
To: Emily Winston; Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia
CC: Jim.Richmond@fldoe.org <Jim.Richmond@fldoe.org>; Bob Onsi
Subject: RE: Big Ideas - initial appeal call
Attachment(s):
"image012.png", "image013.png", "image014.png", "image015.png", "image016.png", "image017.png", "image018.png", "image019.png", "image020.png", "image021.png", "image001.jpg"
Im not sure whats going on...This is the screen I receive when trying to access.



Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
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FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Monday, April 25, 2022 2:26 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Lauren,

Could you please try the links in these files? They should work, but if not, please let me know and I will send them another way.

Best regards,

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 2:20 PM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Emily,

Thank you for sending this in so quickly. It looks like we may have to be added to the sharepoint for access to the materials. Will you please add our team or send a different form of access?

Thank you!
Lauren

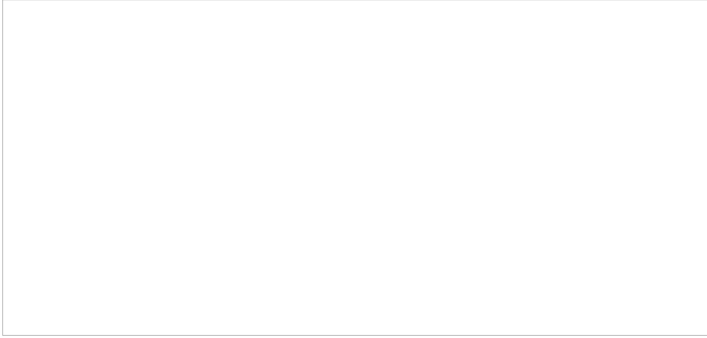
Lauren Hamilton
Instructional Materials Specialist
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Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Monday, April 25, 2022 2:15 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call


Good afternoon,

Thank you again for taking the time to speak with us this morning. Please see attached for appeal templates for Grades K, 1, and 4 from Big Ideas Learning, LLC. In response to the state's "Not Recommended List" pictured below, the attached templates show our proposed solution for the removal of the included special topic (SEL).



Please let us know if you have any questions or if there is anything else we can provide you with at this time. Again, thank you for providing us with this opportunity and we look forward to a continued partnership with the FL DOE.

Best regards,

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 10:35 AM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Good morning,

Thank you for speaking with us this morning! I have attached the appeal template as well as the reviews for 298, 299, and 302 for your convenience.

Please reach out if you have any questions or concerns along the way,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
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Tallahassee, FL 32399-0400
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FDOE_Public Schools Signature (005)




From: Emily Winston <emily.winston@larsontexts.com>
Sent: Friday, April 22, 2022 6:24 PM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Ms. Baumbach,

Thank you for scheduling the meeting. Joining on Monday will be myself and Bob Onsi. To help facilitate the conversation, we thought we would share the attached document. We look forward to speaking with you as well.

Best regards,

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Sent: Friday, April 22, 2022 1:17 PM
To: Emily Winston <emily.winston@larsontexts.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia

<Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: Big Ideas - initial appeal call

Hi Emily,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Monday, April 25th, at 10:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time Big Ideas has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Monday.

Big Ideas - appeal
Mon, Apr 25, 2022 10:00 AM - 10:30 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.
<https://meet.goto.com/552391413>

You can also dial in using your phone.
United States (Toll Free): [1 866 899 4679](tel:18668994679)
United States: [+1 \(571\) 317-3116](tel:+15713173116)

Access Code: 552-391-413

Join from a video-conferencing room or system.
Dial in or type: 67.217.95.2 or inroomlink.goto.com
Meeting ID: 552 391 413
Or dial directly: [552391413@67.217.95.2](tel:552391413@67.217.95.2) or 67.217.95.2##552391413

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
DOE email signature

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Friday, April 22, 2022 12:32 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: Big Ideas Learning - FL 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,

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Big Ideas Learning, LLC would like to appeal the decision of the FL DOE to not list our Florida's B.E.S.T Standards for Math K-5 (Bid IDs 298-303) and Algebra 2 with CalcChat® and CalcView® (Bid ID 311) titles on the state's approved Instructional Materials Adoption List.

At this time, we do not want to pursue a DOAH hearing and would like to work directly with DOE staff to remediate our issue. We are requesting a meeting as soon as possible regarding the materials mentioned above. If it would be helpful to DOE staff, we are happy to meet after non-traditional work hours during the week or over the weekend.

Please let us know what date and time would work best for DOE staff and we will be glad to set up the meeting.

Best regards,

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Emily Winston <emily.winston@larsontexts.com>

Sent: Monday, April 25, 2022 2:14 PM EDT

To: Hamilton, Lauren; Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia

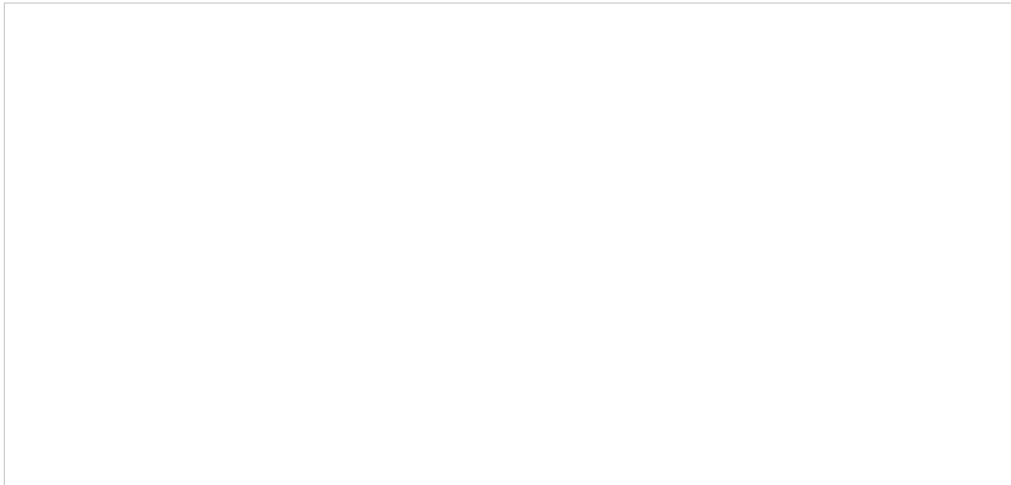
CC: Jim.Richmond@fldoe.org <Jim.Richmond@fldoe.org>; Bob Onsi

Subject: RE: Big Ideas - initial appeal call

Attachment(s): "Publisher Appeal Template_Big Ideas Learning_Gr K_Bid ID 298.xlsx", "Publisher Appeal Template_Big Ideas Learning_Gr 1_Bid ID 299.xlsx", "Publisher Appeal Template_Big Ideas Learning_Gr 4_Bid ID 302.xlsx", "image001.png", "image002.png", "image003.png", "image004.png", "image005.png", "image006.png", "image007.png", "image008.png", "image009.png", "image010.png"

Good afternoon,

Thank you again for taking the time to speak with us this morning. Please see attached for appeal templates for Grades K, 1, and 4 from Big Ideas Learning, LLC. In response to the state's "Not Recommended List" pictured below, the attached templates show our proposed solution for the removal of the included special topic (SEL).



Please let us know if you have any questions or if there is anything else we can provide you with at this time. Again, thank you for providing us with this opportunity and we look forward to a continued partnership with the FL DOE.

Best regards,

Emily Winston

Senior State Adoptions Specialist

(877) 552-7766

emily.winston@bigideaslearning.com

www.bigideaslearning.com



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Monday, April 25, 2022 10:35 AM

To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: RE: Big Ideas - initial appeal call

Good morning,

Thank you for speaking with us this morning! I have attached the appeal template as well as the reviews for 298, 299, and 302 for your convenience.

Please reach out if you have any questions or concerns along the way,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424

Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Friday, April 22, 2022 6:24 PM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Ms. Baumbach,

Thank you for scheduling the meeting. Joining on Monday will be myself and Bob Onsi. To help facilitate the conversation, we thought we would share the attached document. We look forward to speaking with you as well.

Best regards,

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Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
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Big Ideas - appeal
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United States: [+1 \(571\) 317-3116](tel:+15713173116)

Access Code: 552-391-413

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Or dial directly: [552391413@67.217.95.2](tel:552391413@67.217.95.2) or 67.217.95.2##552391413

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Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
DOE email signature

[Redacted signature area]

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Friday, April 22, 2022 12:32 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: Big Ideas Learning - FL 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,

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At this time, we do not want to pursue a DOAH hearing and would like to work directly with DOE staff to remediate our issue. We are requesting a meeting as soon as possible regarding the materials mentioned above. If it would be helpful to DOE staff, we are happy to meet after non-traditional work hours during the week or over the weekend.

Please let us know what date and time would work best for DOE staff and we will be glad to set up the meeting.

Best regards,

[Redacted signature area]

Emily Winston
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

	A	B	C	D	E	F	G	H	I	J
1	COURSE <u>5012030</u> Grade <u>1</u>									
2	BID <u>299</u>									
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction	Link to correction in materials						
4		Social Emotional Learning (SEL)	Big Ideas Learning has removed all marketing front matter (pages iii-xxxii) from the Teaching Edition.	Grade 1 Front Matter (Before and After)						
5										
6										
7										
8										

1-

R

	A	B	C	D	E	F	G	H	I	J
1	COURSE <u>5012060</u> Grade <u>4</u>									
2	BID <u>302</u>									
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction	Link to correction in materials						
4		Social Emotional Learning (SEL)	Big Ideas Learning has removed all marketing front matter (pages iii-xxxii) from the Teaching Edition.	Grade 4 Front Matter (Before and After)						
5										
6										
7										
8										

	A	B	C	D	E	F	G	H	I	J
1	COURSE 5012020 Grade K									
2	BID 298									
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction	Link to correction in materials						
4		Social Emotional Learning (SEL)	Big Ideas Learning has removed all marketing front matter (pages iii-xxxii) from the Teaching Edition.	Grade K Front Matter (Before and After)						
5										
6										
7										
8										

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Tuesday, April 26, 2022 8:59 AM EDT
To: Duncan, Patricia
CC: Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia
Subject: RE: Big Ideas - initial appeal call

Attachment(s):
"image001.png", "image002.png", "image003.png", "image004.png", "image005.png", "image006.png", "image007.png", "image008.png", "image009.png", "image010.png", "image011.png"
It is! J We went ahead and had them fill out the standards correlations as well.

Thanks for checking,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Duncan, Patricia <Patricia.Duncan@fldoe.org>
Sent: Tuesday, April 26, 2022 8:58 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: Big Ideas - initial appeal call

Thank you Lauren.

Just checking, is this the same course that Amber sent to us on Friday afternoon. It appears to be, but I didn't want to make any assumptions.

Best,

PJ Duncan
Director, Office of STEAM
Bureau of Standards and Instructional Support
Florida Department of Education
850-245-0808
DOE Logo

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Tuesday, April 26, 2022 8:12 AM
To: Duncan, Patricia <Patricia.Duncan@fldoe.org>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: FW: Big Ideas - initial appeal call

Good morning PJ,

Please see the attached correlations for the Algebra 2 course for Big Idea's. Please have your team review the links and return back. All links should be working, but please let me know if you have any trouble accessing.

Thank you for helping with this and the quick turnaround!

Let me know if you have any questions along the way,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Monday, April 25, 2022 3:21 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Good afternoon,

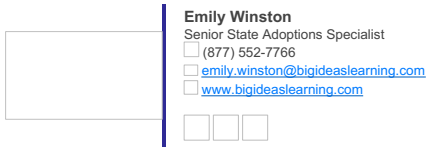
Thank you again for taking the time to speak with us this morning. Please see attached for the appeal template for Algebra 2 with CalcChat® and CalcView® from Big Ideas Learning, LLC. In response to the state's "Not Recommended List" pictured below, the attached template shows citations in response to the standards scored with below a 3.



Please let us know if you have any questions or if there is anything else we can provide you with at this time. Again, thank you for providing us with this opportunity and we look forward to a

continued partnership with the FL DOE.

Best regards,



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 10:35 AM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Good morning,

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Instructional Materials Specialist
Bureau of Standards and Instructional Support
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Tallahassee, FL 32399-0400
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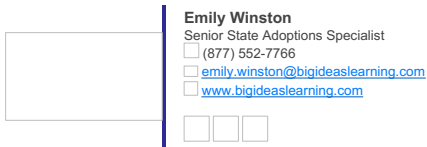
FDOE_Public Schools Signature (005)

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Sent: Friday, April 22, 2022 6:24 PM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Ms. Baumbach,

Thank you for scheduling the meeting. Joining on Monday will be myself and Bob Onsi. To help facilitate the conversation, we thought we would share the attached document. We look forward to speaking with you as well.

Best regards,



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Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
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Tallahassee, FL 32399-0400
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Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: Big Ideas Learning - FL 21-22 Instructional Materials Mathematics State Adopted List

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Best regards,

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com


From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 4:15 PM EDT
To: Emily Winston; Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia
CC: Jim.Richmond@fldoe.org <Jim.Richmond@fldoe.org>; Bob Onsi
Subject: RE: Big Ideas - initial appeal call
Attachment(s):
"image009.png", "image012.png", "image013.png", "image014.png", "image015.png", "image016.png", "image017.png", "image018.png", "image020.png", "image021.png", "image001.jpg"
Hi Emily,

I'm sorry, now the link wont load at all. Please let me know if there is anything I can do to assistJ

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
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FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Monday, April 25, 2022 2:45 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Lauren,

Apologies again! Please see attached and let me know if you are still having trouble with the links.

Best regards,


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 emily.winston@bigideaslearning.com
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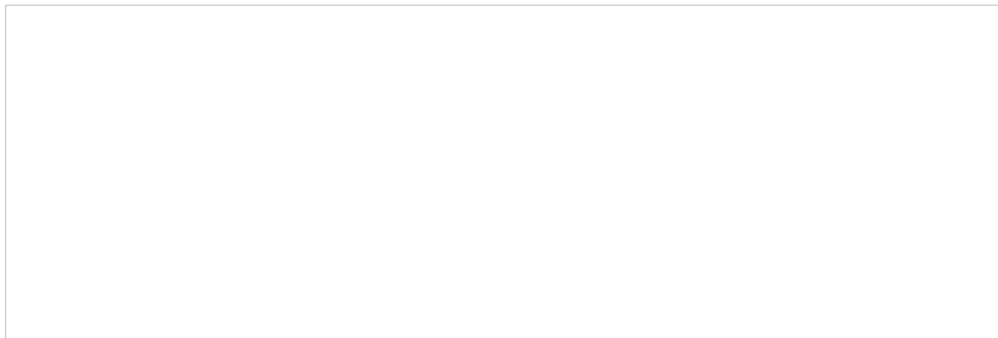
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Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

So sorry about that! I will work on that and get back to you very soon.


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 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 2:28 PM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Im not sure whats going on...This is the screen I receive when trying to access.



Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education

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FD OE_P ublic Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Monday, April 25, 2022 2:26 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonisi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Lauren,

Could you please try the links in these files? They should work, but if not, please let me know and I will send them another way.

Best regards,

 **Emily Winston**
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 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

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Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonisi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Emily,

Thank you for sending this in so quickly. It looks like we may have to be added to the sharepoint for access to the materials. Will you please add our team or send a different form of access?

Thank you!
Lauren

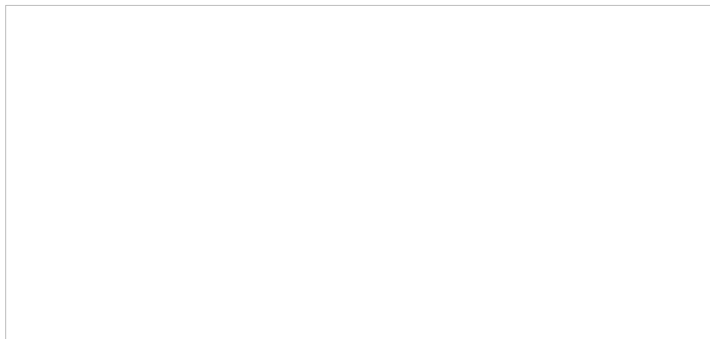
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Subject: RE: Big Ideas - initial appeal call

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Thank you again for taking the time to speak with us this morning. Please see attached for appeal templates for Grades K, 1, and 4 from Big Ideas Learning, LLC. In response to the state's "Not Recommended List" pictured below, the attached templates show our proposed solution for the removal of the included special topic (SEL).



Please let us know if you have any questions or if there is anything else we can provide you with at this time. Again, thank you for providing us with this opportunity and we look forward to a continued partnership with the FL DOE.

Best regards,



Emily Winston
 Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 10:35 AM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Good morning,

Thank you for speaking with us this morning! I have attached the appeal template as well as the reviews for 298, 299, and 302 for your convenience.

Please reach out if you have any questions or concerns along the way,
 Lauren

Lauren Hamilton
 Instructional Materials Specialist
 Bureau of Standards and Instructional Support
 Florida Department of Education
 325 West Gaines Street, Suite 424
 Tallahassee, FL 32399-0400
 850-245-0882 Office
 850-245-0826 Fax

FDOE_Public Schools Signature (005)



From: Emily Winston <emily.winston@larsontexts.com>
Sent: Friday, April 22, 2022 6:24 PM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Ms. Baumbach,

Thank you for scheduling the meeting. Joining on Monday will be myself and Bob Onsi. To help facilitate the conversation, we thought we would share the attached document. We look forward to speaking with you as well.

Best regards,



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From: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Sent: Friday, April 22, 2022 1:17 PM
To: Emily Winston <emily.winston@larsontexts.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: Big Ideas - initial appeal call

Hi Emily,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Monday, April 25th, at 10:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time Big Ideas has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Monday.

Big Ideas - appeal
 Mon, Apr 25, 2022 10:00 AM - 10:30 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.
<https://meet.goto.com/552391413>

You can also dial in using your phone.
 United States (Toll Free): [1 866 899 4679](tel:18668994679)
 United States: [+1 \(571\) 317-3116](tel:+15713173116)

Access Code: 552-391-413

Join from a video-conferencing room or system.
 Dial in or type: 67.217.95.2 or inroomlink.goto.com
 Meeting ID: 552 391 413
 Or dial directly: [552391413@67.217.95.2](tel:552391413@67.217.95.2) or 67.217.95.2##552391413

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach
 Library Media & Instructional Materials Program Specialist



Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
DOE email signature

[Redacted signature area]

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Friday, April 22, 2022 12:32 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: Big Ideas Learning - FL 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,

On behalf of Big Ideas Learning, LLC, we first would like to thank the staff of the FL DOE for creating this multi-step adoption process and allowing us to work with your team. We sincerely appreciate your diligence, time, and dedication to this matter, and we look forward to partnering with you.

Big Ideas Learning, LLC would like to appeal the decision of the FL DOE to not list our Florida's B.E.S.T Standards for Math K-5 (Bid IDs 298-303) and Algebra 2 with CalcChat® and CalcView® (Bid ID 311) titles on the state's approved Instructional Materials Adoption List.

At this time, we do not want to pursue a DOAH hearing and would like to work directly with DOE staff to remediate our issue. We are requesting a meeting as soon as possible regarding the materials mentioned above. If it would be helpful to DOE staff, we are happy to meet after non-traditional work hours during the week or over the weekend.

Please let us know what date and time would work best for DOE staff and we will be glad to set up the meeting.

Best regards,

[Redacted signature area]

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Senior State Adoptions Specialist
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 emily.winston@bigideaslearning.com
 www.bigideaslearning.com



From: Emily Winston <emily.winston@larsontexts.com>

Sent: Monday, April 25, 2022 2:33 PM EDT

To: Hamilton, Lauren; Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia

CC: Jim.Richmond@fldoe.org <Jim.Richmond@fldoe.org>; Bob Onsi

Subject: RE: Big Ideas - initial appeal call

Attachment(s):

"image002.png","image003.png","image004.png","image005.png","image006.png","image007.png","image008.png","image009.jpg","image010.png","image011.png","image012.png"

So sorry about that! I will work on that and get back to you very soon.

Emily Winston

Senior State Adoptions Specialist

(877) 552-7766

emily.winston@bigideaslearning.com

www.bigideaslearning.com



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Monday, April 25, 2022 2:28 PM

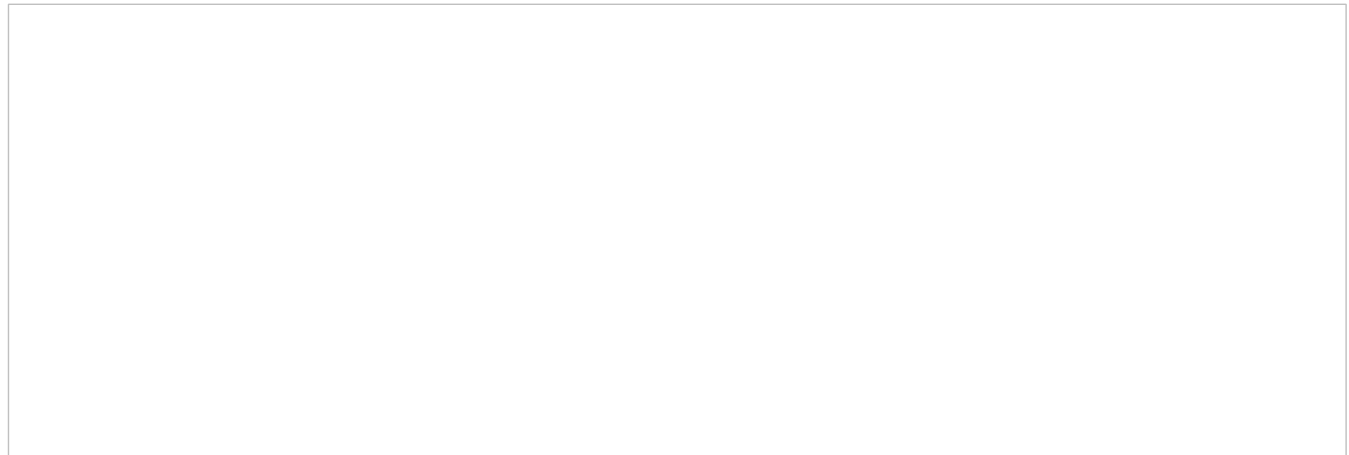
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy

<Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: RE: Big Ideas - initial appeal call

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Lauren Hamilton

Instructional Materials Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street, Suite 424

Tallahassee, FL 32399-0400

850-245-0882 Office

850-245-0826 Fax

FDOE_Public Schools Signature (005)



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Subject: RE: Big Ideas - initial appeal call

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Best regards,

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Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: RE: Big Ideas - initial appeal call

Hi Emily,

Thank you for sending this in so quickly. It looks like we may have to be added to the sharepoint for access to the materials. Will you please add our team or send a different form of access?

Thank you!

Lauren

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Instructional Materials Specialist
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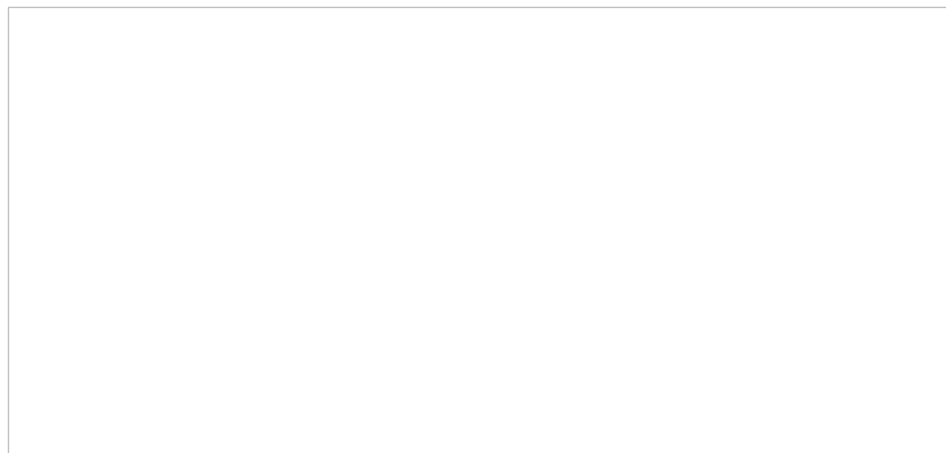
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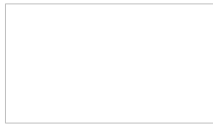
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Tallahassee, FL 32399-0400
850-245-0882 Office
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FDOE_Public Schools Signature (005)

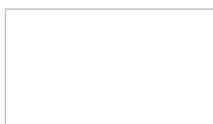


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Big Ideas - appeal
Mon, Apr 25, 2022 10:00 AM - 10:30 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.

<https://meet.goto.com/552391413>

You can also dial in using your phone.

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United States: [+1 \(571\) 317-3116](tel:+15713173116)

Access Code: 552-391-413

Join from a video-conferencing room or system.

Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 552 391 413

Or dial directly: [552391413@67.217.95.2](tel:552391413@67.217.95.2) or 67.217.95.2##552391413

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
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Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: Big Ideas Learning - FL 21-22 Instructional Materials Mathematics State Adopted List

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Best regards,

Emily Winston

Senior State Adoptions Specialist

(877) 552-7766

emily.winston@bigideaslearning.com

www.bigideaslearning.com



From: Emily Winston <emily.winston@larsontexts.com>

Sent: Wednesday, April 27, 2022 7:59 AM EDT

To: Hamilton, Lauren; Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia

CC: Bob Onsi; Richmond, James

Subject: RE: Big Ideas - initial appeal call

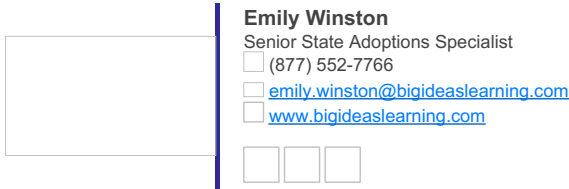
Attachment(s):

"image002.png","image003.png","image004.png","image005.png","image006.png","image007.png","image008.png","image010.png","image014.png","image015.jpg","image016.png","image017.png"

Good morning,

Thank you for the wonderful news! We sincerely appreciate the time that went into reviewing our response and the quick turnaround from the FL DOE. We look forward to hearing next steps on Algebra 2.

Best regards,



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Wednesday, April 27, 2022 7:48 AM

To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Bob Onsi <bonsi@larsontexts.com>; Richmond, James <James.Richmond@fldoe.org>

Subject: RE: Big Ideas - initial appeal call

Good morning all,

We are excited to announce the Big Idea's K-5 Series is now adopted and live on our website on the recommended list! [Instructional Materials \(fldoe.org\)](https://www.fldoe.org/instructional-materials)

Thank you for your hard work and diligence in getting this complete. We are still currently reviewing Algebra 2 and will reach out with next steps soon.

Please let me know if you have any questions,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>

Sent: Tuesday, April 26, 2022 8:04 AM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: RE: Big Ideas - initial appeal call

Great! Apologies again for the issues with the previous links! I updated the link in the attached templates with the link that worked for you below. Please let me know if you have any questions.

Best regards,

Emily Winston

Senior State Adoptions Specialist

(877) 552-7766

emily.winston@bigideaslearning.com

www.bigideaslearning.com



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Tuesday, April 26, 2022 7:58 AM

To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: RE: Big Ideas - initial appeal call

This worked!

Thank you for sending this in. We will take a look and reach out regarding next steps.

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>

Sent: Monday, April 25, 2022 5:05 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: RE: Big Ideas - initial appeal call

Hi Lauren,

Are you able to access the files via this link?

[Florida Big Ideas Math - Front matter](#)

Emily Winston

Senior State Adoptions Specialist

(877) 552-7766

emily.winston@bigideaslearning.com

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From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Monday, April 25, 2022 4:15 PM

To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: RE: Big Ideas - initial appeal call

Hi Emily,

I'm sorry, now the link wont load at all. Please let me know if there is anything I can do to assist.J

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Bureau of Standards and Instructional Support
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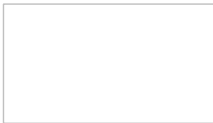
FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Monday, April 25, 2022 2:45 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
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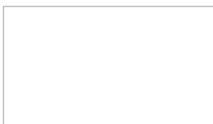
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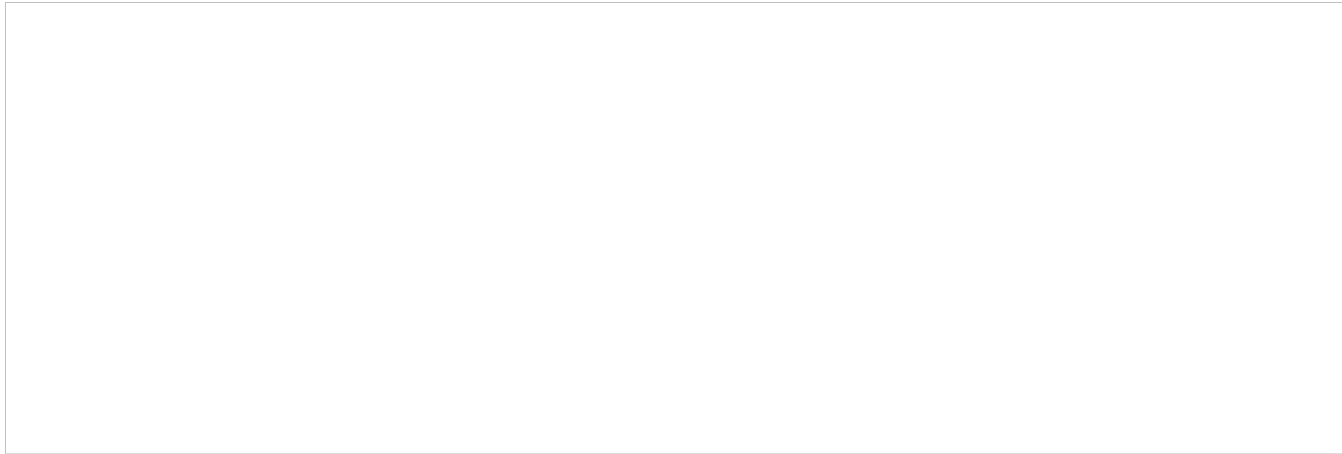
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So sorry about that! I will work on that and get back to you very soon.

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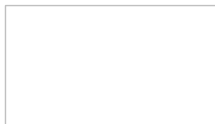
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Thank you for sending this in so quickly. It looks like we may have to be added to the sharepoint for access to the materials. Will you please add our team or send a different form of access?

Thank you!
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424



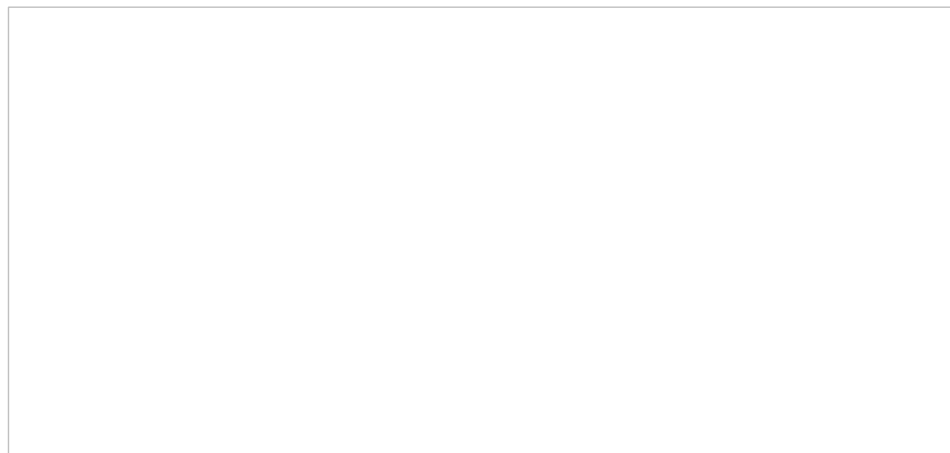
Tallahassee, FL 32399-0400
850-245-0882 Office
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FDOE_Public Schools Signature (005)

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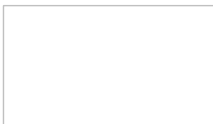
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Best regards,

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Sent: Tuesday, April 26, 2022 9:00 AM EDT
To: Hamilton; Lauren
CC: Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia
Subject: RE: Big Ideas - initial appeal call
Attachment(s):
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Thanks Lauren.

PJ Duncan
Director, Office of STEAM
Bureau of Standards and Instructional Support
Florida Department of Education
850-245-0808
DOE Logo

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It is! We went ahead and had them fill out the standards correlations as well.

Thanks for checking,
Lauren

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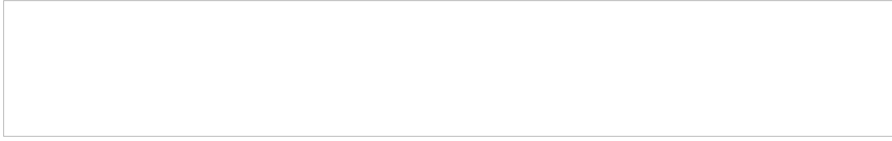
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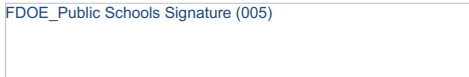
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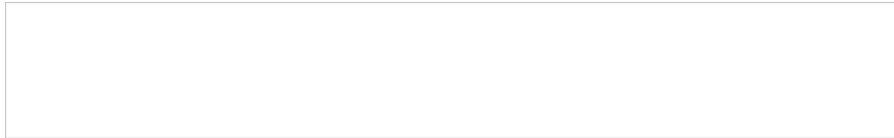
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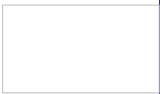
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"image001.png", "image002.png", "image003.png", "image004.png", "image005.png", "image006.png", "image007.png", "image008.png", "image009.png", "image010.png", "Publisher Appeal Template_Big Ideas Learning_Gr K_Bid ID 298.xlsx", "Publisher Appeal Template_Big Ideas Learning_Gr 1_Bid ID 299.xlsx", "Publisher Appeal Template_Big Ideas Learning_Gr 4_Bid ID 302.xlsx"

Hi Lauren,

Could you please try the links in these files? They should work, but if not, please let me know and I will send them another way.

Best regards,

Emily Winston
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Monday, April 25, 2022 2:20 PM

To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: RE: Big Ideas - initial appeal call

Hi Emily,

Thank you for sending this in so quickly. It looks like we may have to be added to the sharepoint for access to the materials. Will you please add our team or send a different form of access?

Thank you!

Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>

Sent: Monday, April 25, 2022 2:15 PM

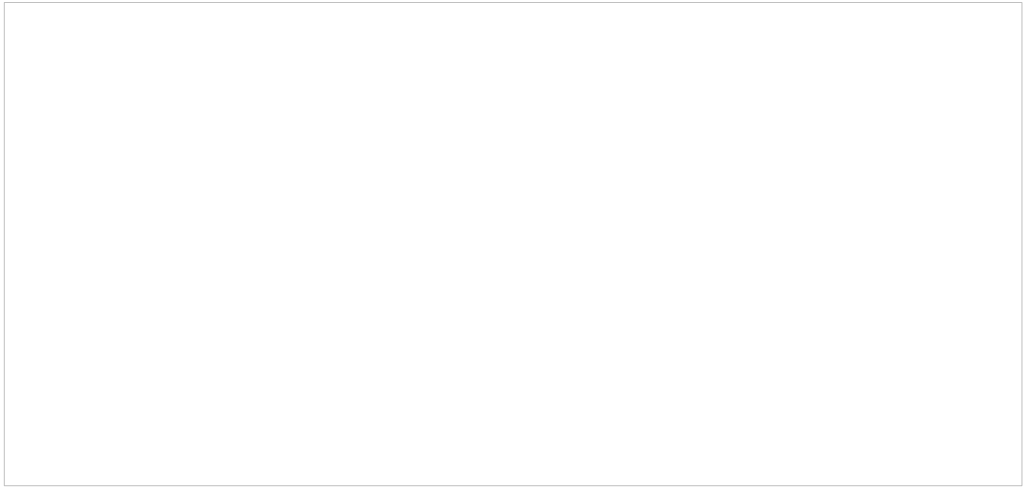
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: RE: Big Ideas - initial appeal call

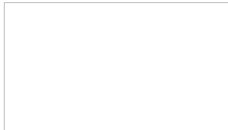
Good afternoon,

Thank you again for taking the time to speak with us this morning. Please see attached for appeal templates for Grades K, 1, and 4 from Big Ideas Learning, LLC. In response to the state's "Not Recommended List" pictured below, the attached templates show our proposed solution for the removal of the included special topic (SEL).



Please let us know if you have any questions or if there is anything else we can provide you with at this time. Again, thank you for providing us with this opportunity and we look forward to a continued partnership with the FL DOE.

Best regards,

 **Emily Winston**
 Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 10:35 AM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Good morning,

Thank you for speaking with us this morning! I have attached the appeal template as well as the reviews for 298, 299, and 302 for your convenience.

Please reach out if you have any questions or concerns along the way,
Lauren

Lauren Hamilton
Instructional Materials Specialist
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Florida Department of Education
325 West Gaines Street, Suite 424
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FDOE_Public Schools Signature (005)


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Sent: Friday, April 22, 2022 6:24 PM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Ms. Baumbach,

Thank you for scheduling the meeting. Joining on Monday will be myself and Bob Onsi. To help facilitate the conversation, we thought we would share the attached document. We look forward to speaking with you as well.

Best regards,

Emily Winston

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From: Baumbach, Amber <Amber.Baumbach@fldoe.org>

Sent: Friday, April 22, 2022 1:17 PM

To: Emily Winston <emily.winston@larsontexts.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: Big Ideas - initial appeal call

Hi Emily,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Monday, April 25th, at 10:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time Big Ideas has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Monday.

Big Ideas - appeal

Mon, Apr 25, 2022 10:00 AM - 10:30 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.

<https://meet.goto.com/552391413>

You can also dial in using your phone.

United States (Toll Free): [1 866 899 4679](tel:18668994679)

United States: [+1 \(571\) 317-3116](tel:+15713173116)

Access Code: 552-391-413

Join from a video-conferencing room or system.

Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 552 391 413

Or dial directly: [552391413@67.217.95.2](tel:552391413@67.217.95.2) or 67.217.95.2##552391413

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
DOE email signature

From: Emily Winston <emily.winston@larsontexts.com>

Sent: Friday, April 22, 2022 12:32 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: Big Ideas Learning - FL 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,


On behalf of Big Ideas Learning, LLC, we first would like to thank the staff of the FL DOE for creating this multi-step adoption process and allowing us to work with your team. We sincerely appreciate your diligence, time, and dedication to this matter, and we look forward to partnering with you.

Big Ideas Learning, LLC would like to appeal the decision of the FL DOE to not list our Florida's B.E.S.T Standards for Math K-5 (Bid IDs 298-303) and Algebra 2 with CalcChat® and CalcView® (Bid ID 311) titles on the state's approved Instructional Materials Adoption List.

At this time, we do not want to pursue a DOAH hearing and would like to work directly with DOE staff to remediate our issue. We are requesting a meeting as soon as possible regarding the materials mentioned above. If it would be helpful to DOE staff, we are happy to meet after non-traditional work hours during the week or over the weekend.

Please let us know what date and time would work best for DOE staff and we will be glad to set up the meeting.

Best regards,

 **Emily Winston**
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 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

	A	B	C	D	E	F	G	H	I	J
1	COURSE <u>5012030</u> Grade <u>1</u>									
2	BID <u>299</u>									
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction	Link to correction in materials						
4		Social Emotional Learning (SEL)	Big Ideas Learning has removed all marketing front matter (pages iii-xxxii) from the Teaching Edition.	Grade 1 Front Matter (Before and After)						
5										
6										
7										
8										

1-

R

	A	B	C	D	E	F	G	H	I	J
1	COURSE <u>5012060</u> Grade <u>4</u>									
2	BID <u>302</u>									
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction	Link to correction in materials						
4		Social Emotional Learning (SEL)	Big Ideas Learning has removed all marketing front matter (pages iii-xxxii) from the Teaching Edition.	Grade 4 Front Matter (Before and After)						
5										
6										
7										
8										

	A	B	C	D	E	F	G	H	I	J
1	COURSE 5012020 Grade K									
2	BID 298									
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction	Link to correction in materials						
4		Social Emotional Learning (SEL)	Big Ideas Learning has removed all marketing front matter (pages iii-xxxii) from the Teaching Edition.	Grade K Front Matter (Before and After)						
5										
6										
7										
8										

1-

R

Sent: Monday, April 25, 2022 10:34 AM EDT

To: Emily Winston <emily.winston@larsontexts.com> <Emily Winston <emily.winston@larsontexts.com>>; Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia

CC: Jim.Richmond@fldoe.org <Jim.Richmond@fldoe.org>; Bob Onsi <bonsi@larsontexts.com> <Bob Onsi <bonsi@larsontexts.com>>

Subject: RE: Big Ideas - initial appeal call

Attachment(s): "Bid

302.pdf", "image009.png", "image010.png", "image011.png", "image012.png", "image013.png", "image014.png", "image015.png", "image016.png", "image017.png"

Good morning,

Thank you for speaking with us this morning! I have attached the appeal template as well as the reviews for 298, 299, and 302 for your convenience.

Please reach out if you have any questions or concerns along the way,
Lauren

Lauren Hamilton
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Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

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Big Ideas - appeal
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United States: [+1 \(571\) 317-3116](tel:+15713173116)

Access Code: 552-391-413

Join from a video-conferencing room or system.

Dial in or type: 67.217.95.2 or inroomlink.goto.com

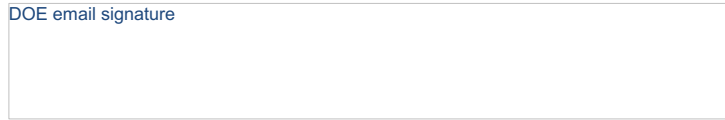
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Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
DOE email signature



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Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: Big Ideas Learning - FL 21-22 Instructional Materials Mathematics State Adopted List

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Best regards,

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com



Reviewer's Name: Doreen Alvarez

Title: Florida's B.E.S.T. Standards for MATH Grade 4

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: [Grade Four Mathematics](#)

Bid ID: 302

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

5 - Very Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

Overall impression is materials are easy to use, meet most standards with a fair alignment. Some requirements are only in the TE which can be overlooked by a teacher when in the moment of teaching. Videos have SEL components. Cross curricular activities, although seem to be fun, would not be worthy of attempting in a time- strapped classroom.

Standard	Description	Reviewer Rating	Rating Justification
MA.4.AR.1.1	Solve real-world problems involving multiplication and division of whole numbers including problems in which remainders must be interpreted within the context.	3 - Fair Alignment	The standard is across lessons, but it does not coincide with the other standards in the lessons.
MA.4.AR.1.2	Solve real-world problems involving addition and subtraction of fractions with like denominators, including mixed numbers and fractions greater than one.	4 - Good Alignment	Meets benchmark with good amount of practice.
MA.4.AR.1.3	Solve real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction.	5 - Very Good Alignment	Meets benchmark and clarifications with ample practice.
MA.4.AR.2.1	Determine and explain whether an equation involving any of the four operations with whole numbers is true or false.	2 - Poor Alignment	Insufficient practice and coverage of the standard.
MA.4.AR.2.2	Given a mathematical or real-world context, write an equation involving multiplication or division to determine the unknown whole number with the unknown in any position.	2 - Poor Alignment	Insufficient practice and coverage of the standard.
MA.4.AR.3.1	Determine factor pairs for a whole number from 0 to 144. Determine whether a whole number from 0 to 144 is prime, composite or neither.	5 - Very Good Alignment	Uses concrete examples with rectangles, meets benchmark with clarification regarding divisibility rules.
MA.4.AR.3.2	Generate, describe and extend a numerical pattern that follows a given rule.	4 - Good Alignment	Uses real world examples. One problem in the TE states the pattern is, "add a zero each time." Mathematically it should be multiply by 10 each time.
MA.4.DP.1.1	Collect and represent numerical data, including fractional values, using tables, stem-and-leaf plots or line plots.	4 - Good Alignment	Ample practice with both stem and leaf plots and line plots.

MA.4.DP.1.2	Determine the mode, median or range to interpret numerical data including fractional values, represented with tables, stem-and-leaf plots or line plots.	3 - Fair Alignment	Vocabulary development is lacking.
MA.4.DP.1.3	Solve real-world problems involving numerical data.	2 - Poor Alignment	Insufficient practice with, "Data involving decimals are limited to hundredths."
MA.4.FR.1.1	Model and express a fraction, including mixed numbers and fractions greater than one, with the denominator 10 as an equivalent fraction with the denominator 100.	2 - Poor Alignment	Does not make sufficient use of manipulatives, models, or number lines. There is only one set of number lines at the beginning of 9.3.
MA.4.FR.1.2	Use decimal notation to represent fractions with denominators of 10 or 100, including mixed numbers and fractions greater than 1, and use fractional notation with denominators of 10 or 100 to represent decimals.	2 - Poor Alignment	Does not make sufficient use of manipulatives, models, or number lines.
MA.4.FR.1.3	Identify and generate equivalent fractions, including fractions greater than one. Describe how the numerator and denominator are affected when the equivalent fraction is created.	3 - Fair Alignment	Does not include sufficient use of manipulatives or visual models in instruction.
MA.4.FR.1.4	Plot, order and compare fractions, including mixed numbers and fractions greater than one, with different numerators and different denominators.	3 - Fair Alignment	Does not use enough examples of fractions greater than one.
MA.4.FR.2.1	Decompose a fraction, including mixed numbers and fractions greater than one, into a sum of fractions with the same denominator in multiple ways. Demonstrate each decomposition with objects, drawings and equations.	3 - Fair Alignment	Uses mostly equations for student practice. Students need guidance on how to draw the example or model.
MA.4.FR.2.2	Add and subtract fractions with like denominators, including mixed numbers and fractions greater than one, with procedural reliability.	3 - Fair Alignment	Ample practice, but lacks enough examples of HOW to

			regroup fractions for subtracting.
MA.4.FR.2.3	Explore the addition of a fraction with denominator of 10 to a fraction with denominator of 100 using equivalent fractions.	2 - Poor Alignment	Does not make sufficient use of manipulatives, models, or number lines.
MA.4.FR.2.4	Extend previous understanding of multiplication to explore the multiplication of a fraction by a whole number or a whole number by a fraction.	4 - Good Alignment	Does well aligning multiplication of fractions with repeated addition. TE does have answers simplified, which is not what the standard requires.
MA.4.GR.1.1	Informally explore angles as an attribute of two-dimensional figures. Identify and classify angles as acute, right, obtuse, straight or reflex.	4 - Good Alignment	Meets benchmark with clarifications. Vocabulary introduction needs more depth.
MA.4.GR.1.2	Estimate angle measures. Using a protractor, measure angles in whole-number degrees and draw angles of specified measure in whole-number degrees. Demonstrate that angle measure is additive.	5 - Very Good Alignment	Meets benchmark
MA.4.GR.1.3	Solve real-world and mathematical problems involving unknown whole-number angle measures. Write an equation to represent the unknown.	5 - Very Good Alignment	Meets benchmark. Uses real world examples.
MA.4.GR.2.1	Solve perimeter and area mathematical and real-world problems, including problems with unknown sides, for rectangles with whole-number side lengths.	4 - Good Alignment	Perimeter and area are initially taught in isolation, but are brought together later.
MA.4.GR.2.2	Solve problems involving rectangles with the same perimeter and different areas or with the same area and different perimeters.	4 - Good Alignment	Meets the benchmark.
MA.4.M.1.1	Select and use appropriate tools to measure attributes of objects.	4 - Good Alignment	Meets the benchmark.

MA.4.M.1.2	Convert within a single system of measurement using the units: yards, feet, inches; kilometers, meters, centimeters, millimeters; pounds, ounces; kilograms, grams; gallons, quarts, pints, cups; liter, milliliter; and hours, minutes, seconds.	4 - Good Alignment	Meets the benchmark. Separates each type of measurement. Teaches customary and metric separately. Uses the word "capacity" instead of "volume."
MA.4.M.2.1	Solve two-step real-world problems involving distances and intervals of time using any combination of the four operations.	4 - Good Alignment	Meets the benchmark. Combines customary and metric questions in the final lesson.
MA.4.M.2.2	Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation.	4 - Good Alignment	Meets the benchmark.
MA.4.NSO.1.1	Express how the value of a digit in a multi-digit whole number changes if the digit moves one place to the left or right.	4 - Good Alignment	Taught as part of three different units, which is good spiral review.
MA.4.NSO.1.2	Read and write multi-digit whole numbers from 0 to 1,000,000 using standard form, expanded form and word form.	4 - Good Alignment	Meets the benchmark.
MA.4.NSO.1.3	Plot, order and compare multi-digit whole numbers up to 1,000,000.	4 - Good Alignment	Meets the benchmark with clarifications.
MA.4.NSO.1.4	Round whole numbers from 0 to 10,000 to the nearest 10, 100 or 1,000.	4 - Good Alignment	Meets the benchmark. Rounding is used to estimate products.
MA.4.NSO.1.5	Plot, order and compare decimals up to the hundredths.	3 - Fair Alignment	Does not meet the clarification, "Within the benchmark, the expectation is to explain the reasoning for the comparison."
MA.4.NSO.2.1	Recall multiplication facts with factors up to 12 and related division facts with automaticity.	5 - Very Good Alignment	Ample practice throughout numerous lessons.
MA.4.NSO.2.2	Multiply two whole numbers, up to three digits by up to two digits, with procedural reliability.	5 - Very Good Alignment	Teaches multiplication with multiple

			strategies and procedures.
MA.4.NSO.2.3	Multiply two whole numbers, each up to two digits, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	Teaches area model, distributive and associative properties, partial products, as well as the traditional standard algorithm, however the traditional algorithm is not taught in a step by step. Rather it says to multiply the three in the ones by the 3digit top number, then the 4 in the tens by the 3 digit top number.
MA.4.NSO.2.4	Divide a whole number up to four digits by a one-digit whole number with procedural reliability. Represent remainders as fractional parts of the divisor.	5 - Very Good Alignment	Uses models and different methods, includes remainder as a fraction of divisor.
MA.4.NSO.2.5	Explore the multiplication and division of multi-digit whole numbers using estimation, rounding and place value.	5 - Very Good Alignment	Includes estimation as a natural part of problem solving.
MA.4.NSO.2.6	Identify the number that is one-tenth more, one-tenth less, one-hundredth more and one-hundredth less than a given number.	4 - Good Alignment	Meets benchmark
MA.4.NSO.2.7	Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths.	5 - Very Good Alignment	Includes word problems and money.
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. 	3 - Fair Alignment	Lessons include "Solving the Model Real Life Example," but in the TE, which can be easily overlooked.

	<ul style="list-style-type: none"> Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 		
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. 	4 - Good Alignment	The company states that 4 pages are dedicated to this standard, but throughout the book models are used. Manipulatives could be used more.
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. 	4 - Good Alignment	Students are provided with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.

	<ul style="list-style-type: none"> Use feedback to improve efficiency when performing calculations. 		
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. 	3 - Fair Alignment	<p>There are no opportunities for planned partner work. Allows for a "turn and talk" on occasion. Most discussion is in the TE as a side note, which can be easily overlooked.</p>
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. 	4 - Good Alignment	<p>Allows for problem solving strategies that include analyzing the problem and planning for problem solving.</p>

	<ul style="list-style-type: none"> Connect solutions of problems to more complicated large-scale situations. 		
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. 	4 - Good Alignment	Includes estimation as a natural part of problem solving.
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	4 - Good Alignment	Problems include real-world scenarios and uses models.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	3 - Fair Alignment	Teacher edition includes opportunities for students to explain and justify orally. Student edition does not.

ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Word problems are appropriate. Avoids unusual ethnic names by saying, "you" in most word problems.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Includes cross curricular paragraphs throughout.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	2 - Poor Alignment	The student edition does not allow for collaboration. The TE has spots for it, that can be easily overlooked by a teacher worried about pacing.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	Not included in SE.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	2 - Poor Alignment	The suggestions are not viable. Things like, "invite a car mechanic to come in," or "perform a puppet show." There is not enough time in the day. The standard needs to be embedded in daily lessons.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Support in the TE throughout.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	3 - Fair Alignment	"problem Solving for All Learners" is included throughout the TE.

Content	Reviewer Rating	Rating Justification
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1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	3 - Fair Alignment	Many standards score a 2 or 3. Average overall is 3.59.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	Lessons allow for supporting learners and extended thinking.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Lessons allow for supporting learners and extended thinking.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Lessons use real-world examples to impart the significance of topics.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	Complexity meets standards and clarifications most of the time.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	3 - Fair Alignment	Complexity meets standards and clarifications most of the time.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Meets expectations.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Meets expectations.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Meets expectations. Includes real-world sources to support lessons.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	Minor errors. I observed two errors in the TE.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	Meets expectations.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Content includes accepted ways to solve multiplication and division as well as using many other prevailing theories.

13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	Meets expectations.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Meets expectations.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Content is relevant and appropriate.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Content is relevant and appropriate for learners.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Real-world examples make content meaningful.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Lessons have cross-curricular connections.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	Very few names or images of human beings are included. Most examples use photographs or illustrations of animals or things in nature.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	Meets expectations.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	Many standards score a 2 or 3. Average overall is 3.59.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	Ample practice included.

2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Meets expectations.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	An overview the sequencing indicates content is being taught in a logical organization.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	Readability is good. Visuals are engaging, not distracting.
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Content is presented in reasonable chunks.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	TE contains Learner Support, Scaffolding, information for emergent learners.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Presentation is user-friendly, and meets expectations for teachers and students.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Text uses familiar characters, and lessons are neat without too much to be visually confusing to students.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Lessons are chunked so that standards are met over multiple lessons.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Student lesson includes a learning target and "I can" statements. TE includes "Where are we in our learning" opportunities for evaluation and reflection as well as rubrics for formative assessment.

4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	TE includes "Where are we in our learning" opportunities for evaluation and reflection as well as rubrics for formative assessment.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	TE contains Learner Support, Scaffolding, information for emergent learners.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Meets expectations.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	3 - Fair Alignment	TE includes cross curricular activities that would be time consuming and hard to fit within prescribed lesson times.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Uses multiple strategies and models.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Uses multiple strategies and models.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Assessments correlate with desired learning outcomes.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	Assessment materials are effective in assessing the learners' performance with regard to the targeted outcomes.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	UDL is incorporated in the TE via scaffolding, ELL notes, and "Problem Solving for All Learners" segments.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	3 - Fair Alignment	MTRs and ELA are rated as fair to good.

14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	Instructional strategies and support satisfy the LEARNING requirements.
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Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	CRT is not taught.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Instructional materials omit Culturally Responsive Teaching as it relates to CRT.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	CRT is not taught.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	1 - Very Poor/No Alignment	Lesson videos include SEL lessons within the content lesson.

Reviewer's Name: Felisha Nicholson

Title: Florida's B.E.S.T. Standards for MATH Grade 4

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: [Grade Four Mathematics](#)

Bid ID: 302

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

5 - Very Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

This curriculum embeds a lot of aligned standards practice, student-friendly work pages, teacher supportive resources, and so much more. I thoroughly enjoyed reviewing the materials within this curriculum. After reviewing the questionnaire, I could see that they used a lot of educational research (John Hattie, Nancy Frey, etc.) when creating these resources. The layout of the lessons were easy to follow and the TEs housed a lot of resources that will set up the teachers and students with success.

Standard	Description	Reviewer Rating	Rating Justification
MA.4.AR.1.1	Solve real-world problems involving multiplication and division of whole numbers including problems in which remainders must be interpreted within the context.	5 - Very Good Alignment	There's a lot of content within the lessons that address the identified standard.
MA.4.AR.1.2	Solve real-world problems involving addition and subtraction of fractions with like denominators, including mixed numbers and fractions greater than one.	5 - Very Good Alignment	These lessons incorporate a variation of ways to practice skills. Love the layout of the fraction lessons.
MA.4.AR.1.3	Solve real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction.	4 - Good Alignment	Same as above.
MA.4.AR.2.1	Determine and explain whether an equation involving any of the four operations with whole numbers is true or false.	4 - Good Alignment	Doesn't limit students to specific strategies. Gives them brief practice with a model and number line, then takes them right into practice. Students are able to choose whichever strategy is best for them.
MA.4.AR.2.2	Given a mathematical or real-world context, write an equation involving multiplication or division to determine the unknown whole number with the unknown in any position.	4 - Good Alignment	Ample practice.
MA.4.AR.3.1	Determine factor pairs for a whole number from 0 to 144. Determine whether a whole number from 0 to 144 is prime, composite or neither.	4 - Good Alignment	Same as above.
MA.4.AR.3.2	Generate, describe and extend a numerical pattern that follows a given rule.	3 - Fair Alignment	I wish there was more content for this lesson strand. In fourth grade. In our district,

			we have found that students struggle with creating patterns based upon a given rule.
MA.4.DP.1.1	Collect and represent numerical data, including fractional values, using tables, stem-and-leaf plots or line plots.	4 - Good Alignment	Ample practice.
MA.4.DP.1.2	Determine the mode, median or range to interpret numerical data including fractional values, represented with tables, stem-and-leaf plots or line plots.	4 - Good Alignment	Great alignment and ample practice with mean, median and mode within lesson content. The pages are colorful and easy to follow.
MA.4.DP.1.3	Solve real-world problems involving numerical data.	4 - Good Alignment	lots of stem and leaf plot practice
MA.4.FR.1.1	Model and express a fraction, including mixed numbers and fractions greater than one, with the denominator 10 as an equivalent fraction with the denominator 100.	4 - Good Alignment	includes ample practice for modeling fractions and mixed numbers, and generating fractional equivalences with 10s and 100s as denominators.
MA.4.FR.1.2	Use decimal notation to represent fractions with denominators of 10 or 100, including mixed numbers and fractions greater than 1, and use fractional notation with denominators of 10 or 100 to represent decimals.	5 - Very Good Alignment	There's a great deal of practice with fractions and decimals, and relating the two. The students are using tables, models, and number lines.
MA.4.FR.1.3	Identify and generate equivalent fractions, including fractions greater than one. Describe how the numerator and denominator are affected when the equivalent fraction is created.	4 - Good Alignment	ample practice with this standard!
MA.4.FR.1.4	Plot, order and compare fractions, including mixed numbers and fractions greater than	4 - Good Alignment	same as above

	one, with different numerators and different denominators.		
MA.4.FR.2.1	Decompose a fraction, including mixed numbers and fractions greater than one, into a sum of fractions with the same denominator in multiple ways. Demonstrate each decomposition with objects, drawings and equations.	5 - Very Good Alignment	lots of practice!
MA.4.FR.2.2	Add and subtract fractions with like denominators, including mixed numbers and fractions greater than one, with procedural reliability.	5 - Very Good Alignment	same as above!
MA.4.FR.2.3	Explore the addition of a fraction with denominator of 10 to a fraction with denominator of 100 using equivalent fractions.	4 - Good Alignment	Being that the students will receive quite a bit of practice with generating equivalent fractions with denominators of 10s and 100s, I believe that one lesson of this will suffice. It should be simple enough at this point once they've grasped how to generate the equivalent fractions.
MA.4.FR.2.4	Extend previous understanding of multiplication to explore the multiplication of a fraction by a whole number or a whole number by a fraction.	5 - Very Good Alignment	There's quite a bit of practice for this standard evident within these lessons.
MA.4.GR.1.1	Informally explore angles as an attribute of two-dimensional figures. Identify and classify angles as acute, right, obtuse, straight or reflex.	4 - Good Alignment	There's sufficient practice.
MA.4.GR.1.2	Estimate angle measures. Using a protractor, measure angles in whole-number degrees and draw angles of specified measure in whole-number degrees. Demonstrate that angle measure is additive.	4 - Good Alignment	These lessons definitely overlap with the lessons for GR.1.1 including a great deal of practice with this standard's content

			and continuation of the previous.
MA.4.GR.1.3	Solve real-world and mathematical problems involving unknown whole-number angle measures. Write an equation to represent the unknown.	4 - Good Alignment	Lesson 12.6 ties in all of the previous skills for the lessons and shows students the applicable reasoning with real world exploration.
MA.4.GR.2.1	Solve perimeter and area mathematical and real-world problems, including problems with unknown sides, for rectangles with whole-number side lengths.	4 - Good Alignment	Love that there's lots of practice with unknown sides! Students notoriously struggle with finding unknown sides.
MA.4.GR.2.2	Solve problems involving rectangles with the same perimeter and different areas or with the same area and different perimeters.	4 - Good Alignment	Another concept that can be difficult for students, but these lesson pages are easy to follow and help the students to see the connections of area and perimeter.
MA.4.M.1.1	Select and use appropriate tools to measure attributes of objects.	5 - Very Good Alignment	Lots of practice with appropriate tools of measure and when it would be reasonable to use them!
MA.4.M.1.2	Convert within a single system of measurement using the units: yards, feet, inches; kilometers, meters, centimeters, millimeters; pounds, ounces; kilograms, grams; gallons, quarts, pints, cups; liter, milliliter; and hours, minutes, seconds.	5 - Very Good Alignment	I was really looking into these lessons because I wanted to make sure that students had ample practice with conversions and using various operations to assist them with converting. Over the course of this chapter/unit, students will receive various practice with

			conversions and converting the multiple units within this standard.
MA.4.M.2.1	Solve two-step real-world problems involving distances and intervals of time using any combination of the four operations.	5 - Very Good Alignment	same as above
MA.4.M.2.2	Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation.	4 - Good Alignment	The introduction to this lesson shows a table with money, and the students use the table to answer a variety of questions. It then goes on to give them a plethora of multi-step problems using money and seeing the relevance of that to decimals.
MA.4.NSO.1.1	Express how the value of a digit in a multi-digit whole number changes if the digit moves one place to the left or right.	4 - Good Alignment	In the earlier units, the students are modeling ways to show numbers using drawings, but as they progress to the latter units, they identify values and relate numbers using the base ten system using tables.
MA.4.NSO.1.2	Read and write multi-digit whole numbers from 0 to 1,000,000 using standard form, expanded form and word form.	4 - Good Alignment	The students are modeling numbers using place value by drawing quick pictures and other strategies.
MA.4.NSO.1.3	Plot, order and compare multi-digit whole numbers up to 1,000,000.	4 - Good Alignment	There's sufficient practice for this standard!
MA.4.NSO.1.4	Round whole numbers from 0 to 10,000 to the nearest 10, 100 or 1,000.	4 - Good Alignment	This standard is incorporated in multiple lessons. The

			students are rounding numbers.
MA.4.NSO.1.5	Plot, order and compare decimals up to the hundredths.	4 - Good Alignment	There's sufficient practice for this standard.
MA.4.NSO.2.1	Recall multiplication facts with factors up to 12 and related division facts with automaticity.	5 - Very Good Alignment	Love the automaticity component within the lessons...lots of computation practice! Students are also encouraged to using grid paper (already within the lessons) to generate factor pairs. So, they are seeing some representational along with the abstract.
MA.4.NSO.2.2	Multiply two whole numbers, up to three digits by up to two digits, with procedural reliability.	5 - Very Good Alignment	There's an extensive amount of practice over the course of the 2 units (chapters 2 and 3).
MA.4.NSO.2.3	Multiply two whole numbers, each up to two digits, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	same as above
MA.4.NSO.2.4	Divide a whole number up to four digits by a one-digit whole number with procedural reliability. Represent remainders as fractional parts of the divisor.	5 - Very Good Alignment	same as above
MA.4.NSO.2.5	Explore the multiplication and division of multi-digit whole numbers using estimation, rounding and place value.	5 - Very Good Alignment	same as above
MA.4.NSO.2.6	Identify the number that is one-tenth more, one-tenth less, one-hundredth more and one-hundredth less than a given number.	4 - Good Alignment	Sufficient practice with standard!
MA.4.NSO.2.7	Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths.	4 - Good Alignment	same as above

<p>MA.K12.MTR.1.1</p>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 	<p>5 - Very Good Alignment</p>	<p>Each TE has a table just for the MTRs. Within those tables are identified pages where there is evidence of each MTR. This is incorporated within each TE unit.</p>
<p>MA.K12.MTR.2.1</p>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. 	<p>5 - Very Good Alignment</p>	<p>same as above</p>
<p>MA.K12.MTR.3.1</p>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p>	<p>5 - Very Good Alignment</p>	<p>same as above</p>

	<ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 		
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	5 - Very Good Alignment	same as above
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. 	5 - Very Good Alignment	same as above

	<ul style="list-style-type: none"> • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. 		
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. 	5 - Very Good Alignment	same as above
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	5 - Very Good Alignment	same as above

ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	After reviewing the pages noted from the publisher, I can verify that this is evident within the materials.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	After reviewing the pages noted from the publisher, I can verify that this is evident within the materials.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	After reviewing the pages noted from the publisher, I can verify that this is evident within the materials.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	After reviewing the pages noted from the publisher, I can verify that this is evident within the materials.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	the curriculum has checkpoints incorporated within the lessons as well to encourage quality work
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	After reviewing the pages noted from the publisher, I can verify that this is evident within the materials.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Lots of ELL support!
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	After reviewing the pages noted from the publisher, I can verify that this is evident within the materials.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	I feel as though this curriculum did a wonderful job with alignment.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Yes! I also feel that there was quite a bit of overlap, which is good. It keeps the students thinking about how skills correlate and build.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Very fluid and easy to follow.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	I believe that the tasteful amount of variation of strategies and models will help students make the connections that they need.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	sufficient evidence of CRA and problem solving
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	I think that there's enough variation for students to find what works for them and excel...there's lot of modifications that can be made for the leveled abilities within the classroom
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Yes! There's a tasteful amount of material within the lessons and could be done within a given math time.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Yes
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Yes

10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	From what I reviewed, there seemed to be content presented accurately.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	Yes
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Yes! (variation of models, problem types, and additional resources)
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	From what I reviewed, there seemed to be content presented accurately.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Yes!
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Yes
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Yes!
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Yes
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Yes
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	There were no evident biases from what I reviewed. Content was presented fairly.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	Yes. There was no inhumane treatment evident.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Yes!

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	I agree! Everything was comprehensive and addressed desired outcomes.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Yes, all components reviewed showed alignment.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Everything is logically sequences and extremely easy to follow!
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	The graphics are very engaging and everything presented is in digestible chunks!
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Yes, everything was presented in digestible chunks and in an easy to follow manner.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	There are a plethora of resources that provide auditory functions, ELL support, and differentiated tasks pointed out within the TE.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	I think it checks off the boxes!

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Yes. From the student-friendly print and graphics, multiple strategies, and easy to follow structure, the students will feel motivated.

2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	The materials thoroughly show this!
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Yes, all lesson pages (even in the SE) have lesson goals and standards on them.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	Yes, it gradually takes the students through CRA/UDL strategies and encourages students to explore and engage in their thinking.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	In the TEs, there are differentiation modifications and resources for teachers to use with students. There are differentiated tasks.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	There's evidence of CRA within the unit lessons, and so the students are learning strategies in a way that math should be learned. There was rarely, if any, times where there was abstract without concrete or representative.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	I believe that the curriculum did a very good job of this! All of the lessons obtain goals and standards on each of the pages and progresses the students through the content in a way that will help them get to those goals/objectives.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	The strategies presented within the lessons are reasonable and will aid the students in reaching the outcomes of the lesson targets.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Yes!

10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Yes, there are a lot of formative assessment opportunities within the lessons, as well as, supportive resources that assess the desired learning outcome
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	There are a lot of assessment tools and support that come with the curriculum.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Yes! Lots of variation!
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	I like that it includes these laid out for the teachers within the TE. It points out where in the lessons there is evidence of this. They are embedded within the curriculum.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	Yes, the curriculum satisfies the requirements for learning the benchmark standards. The way the content is laid out and presented, it sets the students and teachers up for success.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	4 - Good Alignment	There was no CRT evident.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Yes
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Yes
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	4 - Good Alignment	There was no SEL solicited.

From: Emily Winston <emily.winston@larsontexts.com>

Sent: Monday, April 25, 2022 2:44 PM EDT

To: Hamilton, Lauren; Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia

CC: Jim.Richmond@fldoe.org <Jim.Richmond@fldoe.org>; Bob Onsi

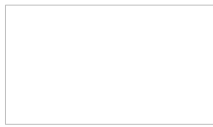
Subject: RE: Big Ideas - initial appeal call

Attachment(s): "Publisher Appeal Template_Big Ideas Learning_Gr K_Bid ID 298.xlsx", "Publisher Appeal Template_Big Ideas Learning_Gr 1_Bid ID 299.xlsx", "Publisher Appeal Template_Big Ideas Learning_Gr 4_Bid ID 302.xlsx", "image001.png", "image002.png", "image003.png", "image004.png", "image005.png", "image006.png", "image007.png", "image008.jpg", "image009.png", "image010.png", "image011.png"

Hi Lauren,

Apologies again! Please see attached and let me know if you are still having trouble with the links.

Best regards,

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Emily Winston

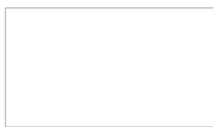
Sent: Monday, April 25, 2022 2:34 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: RE: Big Ideas - initial appeal call

So sorry about that! I will work on that and get back to you very soon.

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

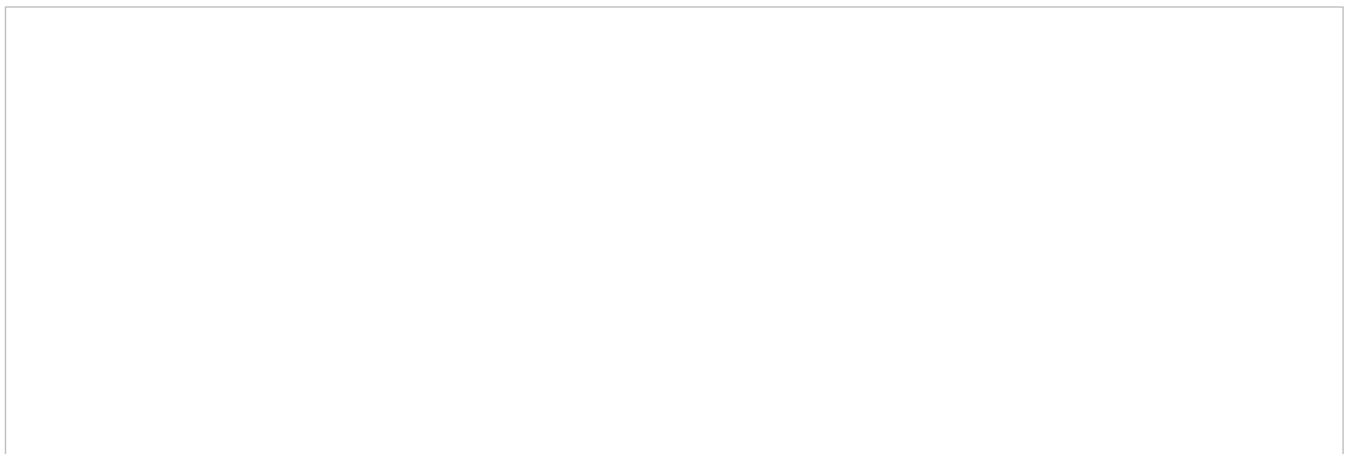
Sent: Monday, April 25, 2022 2:28 PM

To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: RE: Big Ideas - initial appeal call

Im not sure whats going on...This is the screen I receive when trying to access.



Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support

Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Monday, April 25, 2022 2:26 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Lauren,

Could you please try the links in these files? They should work, but if not, please let me know and I will send them another way.

Best regards,

Emily Winston

Senior State Adoptions Specialist

(877) 552-7766

emily.winston@bigideaslearning.com

www.bigideaslearning.com



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 2:20 PM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Emily,

Thank you for sending this in so quickly. It looks like we may have to be added to the sharepoint for access to the materials. Will you please add our team or send a different form of access?

Thank you!
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

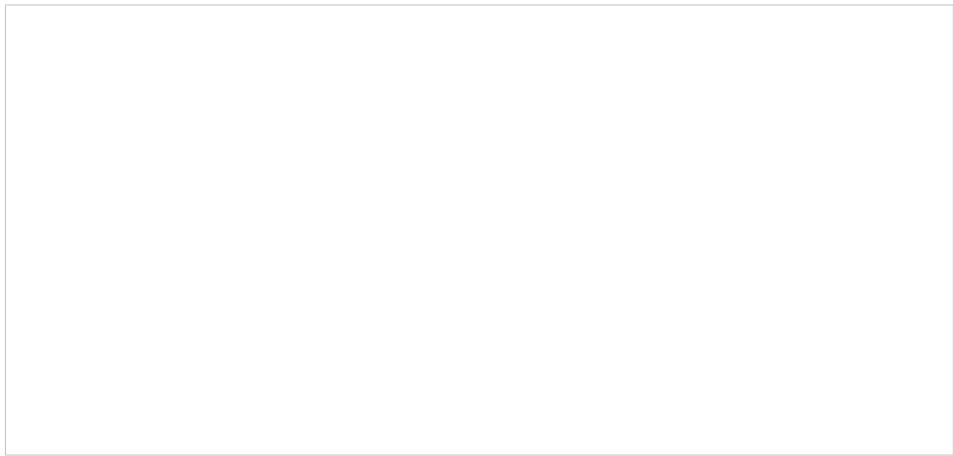
FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Monday, April 25, 2022 2:15 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Good afternoon,

Thank you again for taking the time to speak with us this morning. Please see attached for appeal templates for Grades K, 1, and 4 from Big Ideas Learning, LLC. In response to the state's "Not Recommended List" pictured below, the attached templates show our proposed solution

for the removal of the included special topic (SEL).



Please let us know if you have any questions or if there is anything else we can provide you with at this time. Again, thank you for providing us with this opportunity and we look forward to a continued partnership with the FL DOE.

Best regards,

Emily Winston
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 10:35 AM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Good morning,

Thank you for speaking with us this morning! I have attached the appeal template as well as the reviews for 298, 299, and 302 for your convenience.

Please reach out if you have any questions or concerns along the way,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
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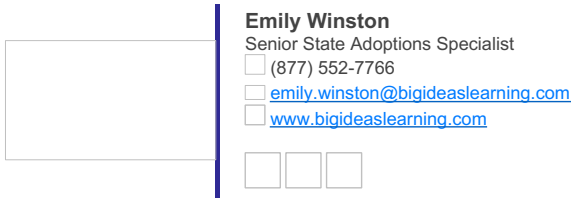
FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Friday, April 22, 2022 6:24 PM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Ms. Baumbach,

Thank you for scheduling the meeting. Joining on Monday will be myself and Bob Onsi. To help facilitate the conversation, we thought we would share the attached document. We look forward to speaking with you as well.

Best regards,



From: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Sent: Friday, April 22, 2022 1:17 PM
To: Emily Winston <emily.winston@larsontexts.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: Big Ideas - initial appeal call

Hi Emily,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Monday, April 25th, at 10:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time Big Ideas has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Monday.

Big Ideas - appeal
Mon, Apr 25, 2022 10:00 AM - 10:30 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.
<https://meet.goto.com/552391413>

You can also dial in using your phone.
United States (Toll Free): [1 866 899 4679](tel:18668994679)
United States: [+1 \(571\) 317-3116](tel:+15713173116)

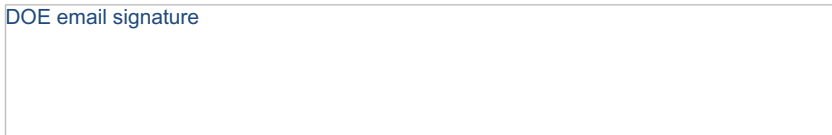
Access Code: 552-391-413

Join from a video-conferencing room or system.
Dial in or type: 67.217.95.2 or inroomlink.goto.com
Meeting ID: 552 391 413
Or dial directly: [552391413@67.217.95.2](tel:552391413@67.217.95.2) or 67.217.95.2##552391413

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
DOE email signature



From: Emily Winston <emily.winston@larsontexts.com>
Sent: Friday, April 22, 2022 12:32 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: Big Ideas Learning - FL 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,

On behalf of Big Ideas Learning, LLC, we first would like to thank the staff of the FL DOE for creating this multi-step adoption process and

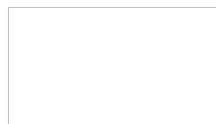
allowing us to work with your team. We sincerely appreciate your diligence, time, and dedication to this matter, and we look forward to partnering with you.

Big Ideas Learning, LLC would like to appeal the decision of the FL DOE to not list our Florida's B.E.S.T Standards for Math K-5 (Bid IDs 298-303) and Algebra 2 with CalcChat® and CalcView® (Bid ID 311) titles on the state's approved Instructional Materials Adoption List.

At this time, we do not want to pursue a DOAH hearing and would like to work directly with DOE staff to remediate our issue. We are requesting a meeting as soon as possible regarding the materials mentioned above. If it would be helpful to DOE staff, we are happy to meet after non-traditional work hours during the week or over the weekend.

Please let us know what date and time would work best for DOE staff and we will be glad to set up the meeting.

Best regards,



Emily Winston

Senior State Adoptions Specialist

☐ (877) 552-7766

☐ emily.winston@bigideaslearning.com

☐ www.bigideaslearning.com



	A	B	C	D	E	F	G	H	I	J
1	COURSE <u>5012030</u> Grade <u>1</u>									
2	BID <u>299</u>									
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction	Link to correction in materials						
4		Social Emotional Learning (SEL)	Big Ideas Learning has removed all marketing front matter (pages iii-xxxii) from the Teaching Edition.	Grade 1 Front Matter (Before and After)						
5										
6										
7										
8										

1-

R

	A	B	C	D	E	F	G	H	I	J
1	COURSE <u>5012060</u> Grade <u>4</u>									
2	BID <u>302</u>									
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction	Link to correction in materials						
4		Social Emotional Learning (SEL)	Big Ideas Learning has removed all marketing front matter (pages iii-xxxii) from the Teaching Edition.	Grade 4 Front Matter (Before and After)						
5										
6										
7										
8										

	A	B	C	D	E	F	G	H	I	J
1	COURSE 5012020 Grade K									
2	BID 298									
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction	Link to correction in materials						
4		Social Emotional Learning (SEL)	Big Ideas Learning has removed all marketing front matter (pages iii-xxxii) from the Teaching Edition.	Grade K Front Matter (Before and After)						
5										
6										
7										
8										

1-

R

From: Emily Winston <emily.winston@larsontexts.com>

Sent: Monday, April 25, 2022 10:38 AM EDT

To: Hamilton, Lauren; Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia

CC: Jim.Richmond@fldoe.org <Jim.Richmond@fldoe.org>; Bob Onsi

Subject: RE: Big Ideas - initial appeal call

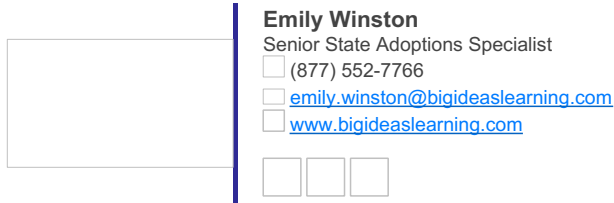
Attachment(s):

"image001.png", "image002.png", "image003.png", "image004.png", "image005.png", "image006.png", "image007.png", "image008.png", "image009.png"

Good morning,

Thank you to the Instructional Materials team for taking the time to meet with us this morning! We have met with our team and are ready to move forward with filling out the template. I will be in touch with the completed files soon.

Best regards,



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Monday, April 25, 2022 10:35 AM

To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: RE: Big Ideas - initial appeal call

Good morning,

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Please reach out if you have any questions or concerns along the way,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
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FDOE_Public Schools Signature (005)

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Senior State Adoptions Specialist

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Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: Big Ideas - initial appeal call

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Big Ideas - appeal

Mon, Apr 25, 2022 10:00 AM - 10:30 AM (EDT)

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<https://meet.goto.com/552391413>

You can also dial in using your phone.

United States (Toll Free): [1 866 899 4679](tel:18668994679)

United States: [+1 \(571\) 317-3116](tel:+15713173116)

Access Code: 552-391-413

Join from a video-conferencing room or system.

Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 552 391 413

Or dial directly: [552391413@67.217.95.2](tel:552391413@67.217.95.2) or 67.217.95.2##552391413

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

DOE email signature

From: Emily Winston <emily.winston@larsontexts.com>

Sent: Friday, April 22, 2022 12:32 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: Big Ideas Learning - FL 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,

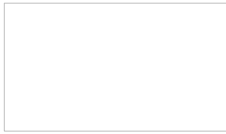




On behalf of Big Ideas Learning, LLC, we first would like to thank the staff of the FL DOE for creating this multi-step adoption process and allowing us to work with your team. We sincerely appreciate your diligence, time, and dedication to this matter, and we look forward to partnering with you.

Big Ideas Learning, LLC would like to appeal the decision of the FL DOE to not list our Florida's B.E.S.T Standards for Math K-5 (Bid IDs 298-303) and Algebra 2 with CalcChat® and CalcView® (Bid ID 311) titles on the state's approved Instructional Materials Adoption List.

At this time, we do not want to pursue a DOAH hearing and would like to work directly with DOE staff to remediate our issue. We are requesting a meeting as soon as possible regarding the materials mentioned above. If it would be helpful to DOE staff, we are happy to meet after non-traditional work hours during the week or over the weekend.

Please let us know what date and time would work best for DOE staff and we will be glad to set up the meeting.

Best regards,

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com


From: Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>

Sent: Thursday, April 28, 2022 8:06 AM EDT

To: Starling, Courtney; Hamilton, Lauren

CC: Seeds, Cathy; Rivers1, Angelia; Duncan, Patricia

Subject: RE: Big Ideas - initial appeal call

Attachment(s):

"image001.png", "image002.png", "image003.png", "image004.png", "image005.png", "image006.png", "image007.png", "image008.png", "image009.png", "image010.png", "image011.png", "image012.png"

Thank you, Courtney! This helps a lot.

Amber Baumbach

Library Media & Instructional Materials Program Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street

Tallahassee, FL 32399-0400

850-245-9115

DOE email signature

From: Starling, Courtney <Courtney.Starling@fldoe.org>

Sent: Wednesday, April 27, 2022 6:22 AM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>

Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Duncan, Patricia <Patricia.Duncan@fldoe.org>

Subject: RE: Big Ideas - initial appeal call

Hi all,

Attached is the completed word document for review. Please let me know if you have any questions or I need to provide further details.

Courtney Starling

Secondary Mathematics Specialist

Office of STEAM

Bureau of Standards and Instructional Support

Florida Department of Education

850.245.9066

cid:3a93a98a-7611-4546-85ea-0f8eb73bedc5

Please note that Florida has a very broad public records law. Most written communications to or from state officials are public records available to the public and media upon request.

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Tuesday, April 26, 2022 9:47 AM

To: Duncan, Patricia <Patricia.Duncan@fldoe.org>

Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Starling, Courtney <Courtney.Starling@fldoe.org>

Subject: RE: Big Ideas - initial appeal call

Hi PJ,

Please complete the word document from Friday. The excel spreadsheet is from Big Ideas and can be used to check the standards correlations on the word doc.

Let me know if you have any other questions,

Lauren

Lauren Hamilton

Instructional Materials Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street, Suite 424

Tallahassee, FL 32399-0400

850-245-0882 Office

850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Duncan, Patricia <Patricia.Duncan@fldoe.org>

Sent: Tuesday, April 26, 2022 9:42 AM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Starling, Courtney <Courtney.Starling@fldoe.org>

Subject: RE: Big Ideas - initial appeal call

Hi Lauren,

Do we need to complete the word document from Friday? The excel document from today? Or both? Thanks much!

PJ Duncan

Director, Office of STEAM

Bureau of Standards and Instructional Support

Florida Department of Education

850-245-0808

DOE Logo

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Tuesday, April 26, 2022 8:59 AM

To: Duncan, Patricia <Patricia.Duncan@fldoe.org>

Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: RE: Big Ideas - initial appeal call

It is! J We went ahead and had them fill out the standards correlations as well.

Thanks for checking,

Lauren

Lauren Hamilton

Instructional Materials Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street, Suite 424

Tallahassee, FL 32399-0400

850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Duncan, Patricia <Patricia.Duncan@fldoe.org>
Sent: Tuesday, April 26, 2022 8:58 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: Big Ideas - initial appeal call

Thank you Lauren.

Just checking, is this the same course that Amber sent to us on Friday afternoon. It appears to be, but I didn't want to make any assumptions.

Best,

PJ Duncan
Director, Office of STEAM
Bureau of Standards and Instructional Support
Florida Department of Education
850-245-0808

DOE Logo

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Tuesday, April 26, 2022 8:12 AM
To: Duncan, Patricia <Patricia.Duncan@fldoe.org>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: FW: Big Ideas - initial appeal call

Good morning PJ,

Please see the attached correlations for the Algebra 2 course for Big Idea's. Please have your team review the links and return back. All links should be working, but please let me know if you have any trouble accessing.

Thank you for helping with this and the quick turnaround!

Let me know if you have any questions along the way,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Monday, April 25, 2022 3:21 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonisi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Good afternoon,

Thank you again for taking the time to speak with us this morning. Please see attached for the appeal template for Algebra 2 with CalcChat® and CalcView® from Big Ideas Learning, LLC. In response to the state's "Not Recommended List" pictured below, the attached template shows citations in response to the standards scored with below a 3.



Please let us know if you have any questions or if there is anything else we can provide you with at this time. Again, thank you for providing us with this opportunity and we look forward to a continued partnership with the FL DOE.

Best regards,

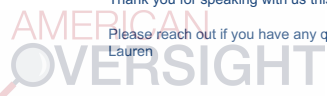
Emily Winston
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 10:35 AM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonisi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Good morning,

Thank you for speaking with us this morning! I have attached the appeal template as well as the reviews for 298, 299, and 302 for your convenience.

Please reach out if you have any questions or concerns along the way,
Lauren



Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
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325 West Gaines Street, Suite 424
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850-245-0882 Office
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FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Friday, April 22, 2022 6:24 PM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Ms. Baumbach,

Thank you for scheduling the meeting. Joining on Monday will be myself and Bob Onsi. To help facilitate the conversation, we thought we would share the attached document. We look forward to speaking with you as well.

Best regards,

 **Emily Winston**
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☐ (877) 552-7766
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☐ www.bigideaslearning.com
☐ ☐ ☐

From: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Sent: Friday, April 22, 2022 1:17 PM
To: Emily Winston <emily.winston@larsontexts.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: Big Ideas - initial appeal call

Hi Emily,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Monday, April 25th, at 10:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time Big Ideas has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Monday.

Big Ideas - appeal
Mon, Apr 25, 2022 10:00 AM - 10:30 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.
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You can also dial in using your phone.
United States (Toll Free): [1-866-899-4679](tel:1-866-899-4679)
United States: [+1 \(571\) 317-3116](tel:+1-571-317-3116)

Access Code: 552-391-413

Join from a video-conferencing room or system.
Dial in or type: 67.217.95.2 or inroomlink.goto.com
Meeting ID: 552 391 413
Or dial directly: [552391413@67.217.95.2](tel:552391413@67.217.95.2) or 67.217.95.2##552391413

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
DOE email signature

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Friday, April 22, 2022 12:32 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: Big Ideas Learning - FL 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,

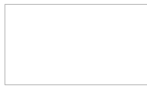
On behalf of Big Ideas Learning, LLC, we first would like to thank the staff of the FL DOE for creating this multi-step adoption process and allowing us to work with your team. We sincerely appreciate your diligence, time, and dedication to this matter, and we look forward to partnering with you.

Big Ideas Learning, LLC would like to appeal the decision of the FL DOE to not list our Florida's B.E.S.T Standards for Math K-5 (Bid IDs 298-303) and Algebra 2 with CalcChat® and CalcView® (Bid ID 311) titles on the state's approved Instructional Materials Adoption List.

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Please let us know what date and time would work best for DOE staff and we will be glad to set up the meeting.

Best regards,



Emily Winston

Senior State Adoptions Specialist

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☐ emily.winston@bigideaslearning.com

☐ www.bigideaslearning.com



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 10:35 AM EDT
To: Emily Winston; Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia
CC: Jim.Richmond@fldoe.org <Jim.Richmond@fldoe.org>; Bob Onsi
Subject: RE: Big Ideas - initial appeal call
Attachment(s): "Bid 302.pdf", "Publisher Appeal Template.xlsx", "Bid 299.pdf", "Bid 298.pdf", "image009.png", "image010.png", "image011.png", "image012.png", "image013.png", "image014.png", "image015.png", "image016.png", "image017.png"
Good morning,

Thank you for speaking with us this morning! I have attached the appeal template as well as the reviews for 298, 299, and 302 for your convenience.

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Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
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850-245-0882 Office
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Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
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Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: Big Ideas Learning - FL 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,




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Best regards,

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com


Reviewer's Name: Jaclyn Booz

Title: Florida's B.E.S.T. Standards for MATH Grade K

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: [Grade Kindergarten Mathematics](#)

Bid ID: 298

Final Recommendation

<p>Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?</p>	<p>Yes</p>
<p>How would you rate the overall usability of the instructional material?</p>	<p>5 - Very Good Alignment</p>
<p>Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.</p>	<p>This curriculum provides many resources that will be very useful to teachers. The digital platform will be very helpful in alleviating some extraneous hard copy materials that may go to waste. That said, having some materials only provided in digital format could result in teachers having to prepare extra things for the students. The student book is bright, colorful, and includes images that are interesting to Kindergarten students. The lessons in the teacher edition provide clear objectives and include math discussion provoking questions to help the</p>

Kindergarten students begin to use academic language. The chapters begin with vocabulary introduction, which is so important for our younger students who may not know some of the academic language used in math. This curriculum utilizes many ideas and tools that are current.

Standard	Description	Reviewer Rating	Rating Justification
MA.K.AR.1.1	For any number from 1 to 9, find the number that makes 10 when added to the given number.	1 - Very Poor/No Alignment	The standard is for making 10, the lesson just addresses addition in general. It's not related to making 10.
MA.K.AR.1.2	Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers.	4 - Good Alignment	The lessons in Chapter 5 and 6.4 address finding sums up to 10 using a variety of methods. Only the final lesson addresses using a written equation.
MA.K.AR.1.3	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	4 - Good Alignment	The lessons in Chapter 6 and 7 ask the students to solve real-world addition problems using drawings, equations, and a variety of manipulatives. There are also lessons on using a number line to count on and add using a ten frame.
MA.K.AR.2.1	Explain why addition or subtraction equations are true using objects or drawings.	4 - Good Alignment	The lessons in Chapters 6, 7, and 8 have students explaining why addition and

			subtraction equations are true. I like that it is stressed in the notes repeatedly to clarify that the equal sign does not mean "the answer," but rather shows that both sides of the equation are indeed equal.
MA.K.DP.1.1	Collect and sort objects into categories and compare the categories by counting the objects in each category. Report the results verbally, with a written numeral or with drawings.	4 - Good Alignment	The lessons provide students with an opportunity to sort objects, count, and record how many. Students also have the opportunity to consider which category of objects has more.
MA.K.GR.1.1	Identify two- and three-dimensional figures regardless of their size or orientation. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.	5 - Very Good Alignment	The lessons provide students with an opportunity to explore a variety of 2D and 3D shapes. The shapes are varied in color, size, and orientation. There are real life examples included as well. Appropriate math vocabulary is included.
MA.K.GR.1.2	Compare two-dimensional figures based on their similarities, differences and positions. Sort two-dimensional figures based on their similarities and differences. Figures are limited to circles, triangles, rectangles and squares.	3 - Fair Alignment	The lessons teach the attributes of the shapes and mostly have the students identifying the shape taught in the lesson. By default, they are comparing circles to squares, etc.
MA.K.GR.1.3	Compare three-dimensional figures based on their similarities, differences and positions.	4 - Good Alignment	The lesson teaches the attributes of the 3D

	Sort three-dimensional figures based on their similarities and differences. Figures are limited to spheres, cubes, cones and cylinders.		shapes. Throughout the lesson, students are asked to compare the shapes and discuss how they are similar and different.
MA.K.GR.1.4	Find real-world objects that can be modeled by a given two- or three-dimensional figure. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.	5 - Very Good Alignment	There are a good amount of opportunities for students to find and discuss real world 2D and 3D shapes throughout Chapters 11 and 12.
MA.K.GR.1.5	Combine two-dimensional figures to form a given composite figure. Figures used to form a composite shape are limited to triangles, rectangles and squares.	3 - Fair Alignment	Lesson 11.6 gives students an opportunity to create composite shapes out of squares, triangles, and rectangles. Some of the composite shapes that are made in the lesson are a rhombus and hexagon, which may be slightly confusing for students.
MA.K.M.1.1	Identify the attributes of a single object that can be measured such as length, volume or weight.	5 - Very Good Alignment	The lessons at the beginning of Chapter 13 thoroughly explain height, length, weight, and volume. Students learn the vocabulary needed to compare the measurements later.
MA.K.M.1.2	Directly compare two objects that have an attribute which can be measured in common. Express the comparison using language to describe the difference.	5 - Very Good Alignment	Throughout Chapter 13, students are provided with opportunities to compare the measurement of objects using appropriate math

			vocabulary (taller/shorter instead of "bigger/smaller").
MA.K.M.1.3	Express the length of an object, up to 20 units long, as a whole number of lengths by laying non-standard objects end to end with no gaps or overlaps.	5 - Very Good Alignment	Lesson 13.4 allows students to measure objects using color tiles. The lesson provides non-examples of measuring and demonstrates why it is important to measure accurately.
MA.K.NSO.1.1	Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting.	5 - Very Good Alignment	Students have an opportunity to count a variety of real world objects as well as mathematical sets (such as 5 frames). The objects are in a variety of configurations (line, array, scattered, etc.). Students also have the opportunity to write the number that tells how many after counting the sets. Counting strategies build as the chapters progress ending with students using 2 10 frames to count the teen numbers.
MA.K.NSO.1.2	Given a number from 0 to 20, count out that many objects.	4 - Good Alignment	Students create sets using drawings and ten frames.
MA.K.NSO.1.3	Identify positions of objects within a sequence using the words "first," "second," "third," "fourth" or "fifth."	5 - Very Good Alignment	The lesson begins with students practicing ordinal numbers by lining up. There is an ample amount of practice identifying

			objects by their ordinal number.
MA.K.NSO.1.4	Compare the number of objects from 0 to 20 in two groups using the terms less than, equal to or greater than.	5 - Very Good Alignment	Students learn to compare sets by using a variety of tools (ten frames, counters, drawings, etc.). Students also write the numbers to tell how many to help with comparison of numerals.
MA.K.NSO.2.1	Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.	5 - Very Good Alignment	The lessons have the students counting by ones to a variety of benchmark numbers (20, 30, 50, 100). There is a lesson that addresses counting backwards within 20. And a lesson teaching counting to 100 by tens. The lessons also provide students real world situations to count in.
MA.K.NSO.2.2	Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with objects, drawings and expressions or equations.	5 - Very Good Alignment	The lessons in Chapter 8 allow students to identify a group of ten and some ones. The practice problems show a variety of arrangements (array, circular, etc.). Students also have the opportunity to write addition equations for teen numbers as $10 + \text{some ones} = \text{teen number}$.
MA.K.NSO.2.3	Locate, order and compare numbers from 0 to 20 using the number line and terms less than, equal to or greater than.	5 - Very Good Alignment	The lessons provide an opportunity for students to locate

			numbers on a number line to 10 and then to 20. Students also compare the numbers plotted on the number line using appropriate vocabulary.
MA.K.NSO.3.1	Explore addition of two whole numbers from 0 to 10, and related subtraction facts.	5 - Very Good Alignment	Students are provided a variety of addition and subtraction situations. The lessons allow students to record the addition/subtraction in a variety of ways (equation, number line, picture, etc.)
MA.K.NSO.3.2	Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability.	5 - Very Good Alignment	The lessons in Chapters 6 and 7 provide students with an opportunity to use a variety of addition/subtraction strategies that they have learned. Students are encouraged to find a strategy that works best for them.
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. 	5 - Very Good Alignment	The students are asked to work collaboratively with classmates to check their work, particularly when new concepts are introduced. There are prompting questions to allow students to think deeper about their work.

	<ul style="list-style-type: none"> • Help and support each other when attempting a new method or approach. 		
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 	5 - Very Good Alignment	Students are asked to show a different way to find or represent their answer.
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 	5 - Very Good Alignment	Students are provided with opportunities to choose the best method, double check their work, and think about why they choose to solve a problem a particular way.

<p>MA.K12.MTR.4.1</p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	<p>5 - Very Good Alignment</p>	<p>Appropriate math vocabulary is included throughout the chapters. Students are asked to explain their thinking, clarify vocabulary.</p>
<p>MA.K12.MTR.5.1</p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. 	<p>4 - Good Alignment</p>	<p>Students are frequently asked to think about how the math problems are structured. They can look for generalities that can be applied to other like problems.</p>

MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. 	<p>5 - Very Good Alignment</p>	<p>Students are asked to think about if their answer makes sense. Students are encouraged to use benchmark numbers and explain how using these can help them be more efficient with their calculations.</p>
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	<p>5 - Very Good Alignment</p>	<p>Throughout the chapters, students are provided with a number of opportunities to apply their math to real world situations. They are asked to consider how knowing a certain concept would help in a real life situation.</p>
ELA.K12.EE.1.1	<p>Cite evidence to explain and justify reasoning.</p>	<p>5 - Very Good Alignment</p>	<p>Students are asked to justify their answers in many exercises throughout the curriculum.</p>
ELA.K12.EE.2.1	<p>Read and comprehend grade-level complex texts proficiently.</p>	<p>4 - Good Alignment</p>	<p>Chapters/lessons have grade level math readers that are incorporated into the lessons. Students use the math stories to</p>

			develop solutions to problems.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	There are questions embedded in the lessons asking students to make inferences using what they already know about math.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	There are opportunities embedded into the lessons that allow students to have authentic math conversations with their peers in which they must listen to what their peer says and engage in conversation.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Students have opportunities to create work aligning with set rules/formats.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	There are opportunities for students to share their knowledge using newly acquired math vocabulary.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Lessons have ELL support built into them. The support allows students to learn and use the appropriate math vocabulary. The support also provides teacher support as to the expectation for a variety of ELL levels.

ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	Lessons have opportunities for ELL learners to communicate in an instructional environment through discussion and producing writing/drawings.
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Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	The curriculum aligns with the Kindergarten Math BEST standards.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	The skill level in the curriculum is appropriate for Kindergarten students.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	The materials are really great. However, in practice I can see the student book being an issue. It is challenging for Kindergarteners to locate pages in a workbook using page numbers. It appears this is one large student workbook which would provide a challenge in the classroom.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	The lessons provide ample opportunity for students to practice the skill taught.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	The complexity is appropriate and aligns with the standards.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	The curriculum is written in a way that will engage Kindergarten students. Using animals, things in nature, and pictures of children are ideal.

7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	I think each lesson has a good variety of activities that teachers would be able to select from. I don't every single activity in each lesson could be taught in the time typically provided for math instruction.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	The curriculum has been well researched.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	The research conducted for the curriculum supports the content.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	I did not notice any accuracy errors.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	There is no bias in the material.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	The curriculum incorporates many math tools that are prevalent in Kindergarten math- such as ten frames, rekenreks, number lines, etc.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	I did not notice any factual errors.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Current research is evident throughout the curriculum.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	The content is presented appropriately and is relative to the standards taught.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	The content is appropriate for Kindergarten learners.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	I really like the "Model Real Life" activities. I think students

		will enjoy those and they will be meaningful.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	I really appreciate the inclusion of literacy throughout the curriculum! Many favorite "math" storybooks are included throughout.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	I felt the illustrations of children throughout the curriculum represented multicultural aspects that are age appropriate for Kindergarteners.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	Living things are portrayed appropriately in the curriculum.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	The content overall aligns with the benchmarks and standards for Kindergarten math.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	2 - Poor Alignment	There seems to be many digital resources available, which is great. But some of these will require extra preparation for teachers. For example, the counting books in the Instructional Resources would need to be copied for students to use.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	The chapters in the SE align with the each other.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	3 - Fair Alignment	There are many resources available in this curriculum! I think they are all great. But I did

		have a hard time locating some of them. It wasn't clear where to find Instructional Resources. I knew they were located in the digital resources, but I had to dig around a bit to find the file.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	The examples provided in instruction and practice are Kindergarten appropriate.
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	Overall, I think the pacing is appropriate for Kindergarteners. The section on counting to 100 was a little fast and was a later chapter. I think a Kindergarten teacher would naturally begin teaching this early on, but this isn't a skill students learn in a few days!
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	There are appropriate assistive supports included throughout the curriculum for all learners.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	The presentation of the material is well done overall.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	The inclusion of student self checks is motivational for learners. It will also allow teachers to see how students view their learning.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	The Kindergarten math big ideas are thoroughly taught-- number sense is covered well!

3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	The Learning Target and Rigor section in each lesson clearly details the expectation for each lesson.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	The questions provided throughout the curriculum prompt our Kindergarten learners to think mathematically.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	The lessons provide opportunities for differentiation.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	The prompting and guiding questions are helpful to young Kindergarten students who are beginning their math journey.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	The chapters have lessons that build upon one another. The chapters also build on each other.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	The learning target for each lesson is clearly defined.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	The strategies provided in the lessons align with the learning targets generally. I also like that a variety of strategies are offered to students so they can begin crafting their independent reasoning.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	The curriculum assessments align with desired learning outcomes.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	The assessment strategies are appropriate for Kindergarten learners and effectively assess their performance.

12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	The curriculum provides ELL support, support of different learning modalities, and differentiates instruction for a variety of learners.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	The EE and MTR standards are embedded quite well in this curriculum.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	The curriculum aligns well with the learning requirements.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	I did not see any evidence of Critical Race Theory.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	I did not see any evidence of Culturally Responsive Teaching in the curriculum.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	I did not see any evidence of Social Justice in the curriculum.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	3 - Fair Alignment	The introductory pages say that the Math Musicals incorporate SEL. These are extra activities and not part of the core program, as far as I can tell. The Math Musicals could also be used without asking the SEL discussion questions.

Reviewer's Name: Shelly Miedona

Title: Florida's B.E.S.T. Standards for MATH Grade K

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: [Grade Kindergarten Mathematics](#)

Bid ID: 298

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

5 - Very Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

Material is aligned to B.E.S.T. standards. Content is engaging with multiple opportunities for assessment. In addition, the curriculum provides multiple opportunities for students to encounter and practice content. Laurie's corner is very beneficial and provides opportunities for teachers to support student learning and mastery of the standards.

Standard	Description	Reviewer Rating	Rating Justification
MA.K.AR.1.1	For any number from 1 to 9, find the number that makes 10 when added to the given number.	5 - Very Good Alignment	Content is fully aligned to standard
MA.K.AR.1.2	Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers.	5 - Very Good Alignment	Content is fully aligned to standard
MA.K.AR.1.3	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	5 - Very Good Alignment	Content is fully aligned to standard and connects to the NSO standards
MA.K.AR.2.1	Explain why addition or subtraction equations are true using objects or drawings.	5 - Very Good Alignment	Content is fully aligned to standard and connects to the NSO standards
MA.K.DP.1.1	Collect and sort objects into categories and compare the categories by counting the objects in each category. Report the results verbally, with a written numeral or with drawings.	5 - Very Good Alignment	Content is fully aligned to standard and extended as students learn GR1.2
MA.K.GR.1.1	Identify two- and three-dimensional figures regardless of their size or orientation. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.	5 - Very Good Alignment	Content is fully aligned to standard. Teaching strategies are provided to ensure mastery of standard
MA.K.GR.1.2	Compare two-dimensional figures based on their similarities, differences and positions. Sort two-dimensional figures based on their similarities and differences. Figures are limited to circles, triangles, rectangles and squares.	5 - Very Good Alignment	Content is fully aligned to standard and development of correct vocabulary
MA.K.GR.1.3	Compare three-dimensional figures based on their similarities, differences and positions. Sort three-dimensional figures based on their similarities and differences. Figures are limited to spheres, cubes, cones and cylinders.	5 - Very Good Alignment	Content is fully aligned to standard and development to explain attributes of each

MA.K.GR.1.4	Find real-world objects that can be modeled by a given two- or three-dimensional figure. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.	5 - Very Good Alignment	Content is fully aligned to standard
MA.K.GR.1.5	Combine two-dimensional figures to form a given composite figure. Figures used to form a composite shape are limited to triangles, rectangles and squares.	5 - Very Good Alignment	Excellent hands on exploration to move towards mastery
MA.K.M.1.1	Identify the attributes of a single object that can be measured such as length, volume or weight.	5 - Very Good Alignment	Laurie's notes give explicit directions to teachers to support mastery
MA.K.M.1.2	Directly compare two objects that have an attribute which can be measured in common. Express the comparison using language to describe the difference.	5 - Very Good Alignment	Good connections to real life examples
MA.K.M.1.3	Express the length of an object, up to 20 units long, as a whole number of lengths by laying non-standard objects end to end with no gaps or overlaps.	5 - Very Good Alignment	Content is fully aligned to standard
MA.K.NSO.1.1	Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting.	5 - Very Good Alignment	Standard addressed with rigor and plenty of opportunity to develop conceptual understanding
MA.K.NSO.1.2	Given a number from 0 to 20, count out that many objects.	5 - Very Good Alignment	Standard addressed with rigor and plenty of opportunities for conceptual understanding
MA.K.NSO.1.3	Identify positions of objects within a sequence using the words "first," "second," "third," "fourth" or "fifth."	5 - Very Good Alignment	Standard addressed with rigor and plenty of opportunities for conceptual understanding

MA.K.NSO.1.4	Compare the number of objects from 0 to 20 in two groups using the terms less than, equal to or greater than.	5 - Very Good Alignment	Standard addressed with rigor and plenty of opportunities for conceptual understanding
MA.K.NSO.2.1	Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.	5 - Very Good Alignment	Standard addressed with rigor and plenty of opportunities for conceptual understanding
MA.K.NSO.2.2	Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with objects, drawings and expressions or equations.	5 - Very Good Alignment	Standard addressed with rigor and plenty of opportunities for conceptual understanding
MA.K.NSO.2.3	Locate, order and compare numbers from 0 to 20 using the number line and terms less than, equal to or greater than.	4 - Good Alignment	Vertical number lines are not in the material
MA.K.NSO.3.1	Explore addition of two whole numbers from 0 to 10, and related subtraction facts.	5 - Very Good Alignment	Plenty of opportunity for conceptual understanding of addition
MA.K.NSO.3.2	Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability.	5 - Very Good Alignment	Excellent teaching strategies and how to teach standard to mastery
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. 	5 - Very Good Alignment	Every lesson explains an MTR standard

	<ul style="list-style-type: none"> • Help and support each other when attempting a new method or approach. 		
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 	5 - Very Good Alignment	Every lesson explains an MTR standard
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 	5 - Very Good Alignment	Every lesson explains an MTR standard

<p>MA.K12.MTR.4.1</p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	<p>5 - Very Good Alignment</p>	<p>Every lesson explains an MTR standard</p>
<p>MA.K12.MTR.5.1</p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. 	<p>5 - Very Good Alignment</p>	<p>Every lesson explains an MTR standard</p>

MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. 	<p>5 - Very Good Alignment</p>	<p>Every lesson explains an MTR standard</p>
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	<p>5 - Very Good Alignment</p>	<p>Every lesson explains an MTR standard</p>
ELA.K12.EE.1.1	<p>Cite evidence to explain and justify reasoning.</p>	<p>5 - Very Good Alignment</p>	<p>TE has notes to show correlation to this standard</p>
ELA.K12.EE.2.1	<p>Read and comprehend grade-level complex texts proficiently.</p>	<p>5 - Very Good Alignment</p>	<p>TE has notes to show correlation to this standard</p>
ELA.K12.EE.3.1	<p>Make inferences to support comprehension.</p>	<p>5 - Very Good Alignment</p>	<p>TE has notes to show correlation to this standard and students are asked to make</p>

			inferences throughout each standard development
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Every lesson gives suggestions on how to collaborate as students learn standard
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	TE has notes to show correlation to this standard
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Teacher is given strategies to develop this standard
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Each lesson provides ELL strategies
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	Each lesson provides ELL strategies and teacher is provided strategies to elicit communication among learners

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	Fully aligns to state standards
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Fully written to skill level of course
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Extremely adaptable materials with suggestions for a variety of materials to use to teach the standards and benchmarks

4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Sufficient materials provided
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Complexity matches standard and provides extensions for each
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	Appropriate for grade level
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Sufficient time to teach each standard and benchmark
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Every lesson incorporates research
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Contributes to quality of content
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No errors were noted
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	No bias was noted
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Laurie's corner sufficiently supports
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	Factually accurate
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Current and up to date material present
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Appropriate and relevant

16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Appropriate and relevant
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Each lesson makes connections to life in a meaningful way
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Many opportunities for interdisciplinary connections
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	No bias evident
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	Humanity and compassion are evident throughout
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Fully aligned benchmarks and standards

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	Comprehensive and a plethora of strategies and how to teach are evident
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Full alignment
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	consistent and logical order evident
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Very engaging to students

5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	Good pacing
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	evident
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	material presentation is in logical order with engagement strategies embedded throughout

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Many opportunities for students to engage in the content to maintain motivation. Opportunities and suggestions for teacher to elicit engagement as well.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Very good alignment
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Teacher is provided verbiage to elicit positive outcomes for learners
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	Many opportunities suggested for teachers to ensure this occurs.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	various learning styles are addressed
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	very adaptable to many learning styles

7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	logical goals and objectives
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Many opportunities and suggested verbiage for teacher to ensure targeted learning outcomes.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	effective teaching strategies are evident
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	assessment strategies are correlated
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	effective assessment of learner performance with targeted outcomes
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	very good alignment
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	evident throughout the material
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	Effective teaching strategies for multiple learners with adequate assessment to monitor and assess progress is evident.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No evidence of CRT
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence of CRT
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence of CRT

Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	No evidence of SEL
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Reviewer's Name: Tristin Ballentine

Title: Florida's B.E.S.T. Standards for MATH Grade 1

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: [Grade One Mathematics](#)

Bid ID: 299

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

4 - Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

The strengths of this program are in its visual appeal and UDL, increasing student engagement and motivation. The resources include clear, grade-level explanations of mathematical concepts and skills, as well as a variety of research-based instructional strategies. The program materials, both print and digital, support the teaching of the BEST standards for all learner types. It does meet the benchmark standards appropriately, however the complexity level in some areas could be increased.

Standard	Description	Reviewer Rating	Rating Justification
MA.1.AR.1.1	Apply properties of addition to find a sum of three or more whole numbers.	4 - Good Alignment	While it does align to the specific standard, it only provides one way to solve with direct instruction being only one lesson. Multiple strategies and references back to the standard would be more beneficial.
MA.1.AR.1.2	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	5 - Very Good Alignment	All elements of this standard are aligned throughout multiple lessons with different problem solving strategies and real-life examples.
MA.1.AR.2.1	Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.	5 - Very Good Alignment	Standard is not only appropriately aligned, but also shows progression throughout multiple lessons.
MA.1.AR.2.2	Determine and explain if equations involving addition or subtraction are true or false.	5 - Very Good Alignment	Standard appropriately aligned and also mentioned in other areas outside of publisher's mentions.
MA.1.AR.2.3	Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.	5 - Very Good Alignment	Standard is aligned and given multiple strategies and contexts for understanding. This skill is especially difficult for 1st graders and is integrated into multiple lessons here.

MA.1.DP.1.1	Collect data into categories and represent the results using tally marks or pictographs.	4 - Good Alignment	Standard aligns. I wish these standards were integrated more into other lessons as it provides a great visual for other standards and skills.
MA.1.DP.1.2	Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories.	4 - Good Alignment	Standard aligns. I wish these standards were integrated more into other lessons as it provides a great visual for other standards and skills.
MA.1.FR.1.1	Partition circles and rectangles into two and four equal-sized parts. Name the parts of the whole using appropriate language including halves or fourths.	5 - Very Good Alignment	Lessons align with the standard fully.
MA.1.GR.1.1	Identify, compare and sort two- and three-dimensional figures based on their defining attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders.	5 - Very Good Alignment	Lessons align with the standard fully.
MA.1.GR.1.2	Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.	4 - Good Alignment	Only one lesson aligns with the standard directly.
MA.1.GR.1.3	Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.	5 - Very Good Alignment	Lessons align with the standard fully.
MA.1.GR.1.4	Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.	5 - Very Good Alignment	Lessons align with the standard fully.

MA.1.M.1.1	Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.	5 - Very Good Alignment	Lessons align with the standard fully.
MA.1.M.1.2	Compare and order the length of up to three objects using direct and indirect comparison.	5 - Very Good Alignment	Lessons align with the standard fully.
MA.1.M.2.1	Using analog and digital clocks, tell and write time in hours and half-hours.	5 - Very Good Alignment	Lessons align with the standard fully.
MA.1.M.2.2	Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.	5 - Very Good Alignment	Lessons align with the standard fully.
MA.1.M.2.3	Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to \$100. Use the ¢ and \$ symbols appropriately.	5 - Very Good Alignment	Lessons align with the standard fully.
MA.1.NSO.1.1	Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100.	5 - Very Good Alignment	Lessons align with the standard fully.
MA.1.NSO.1.2	Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.	3 - Fair Alignment	Standard is addressed, could be more explicitly taught with more opportunities for response or practice. Specifically beyond one lesson.
MA.1.NSO.1.3	Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.	5 - Very Good Alignment	Lessons align with the standard fully.
MA.1.NSO.1.4	Plot, order and compare whole numbers up to 100.	5 - Very Good Alignment	Lessons align with the standard fully.
MA.1.NSO.2.1	Recall addition facts with sums to 10 and related subtraction facts with automaticity.	5 - Very Good Alignment	Lessons align with the standard fully.

MA.1.NSO.2.2	Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.	5 - Very Good Alignment	Lessons align with the standard fully.
MA.1.NSO.2.3	Identify the number that is one more, one less, ten more and ten less than a given two-digit number.	4 - Good Alignment	This standard is aligned to this lesson but could be expanded on throughout the curriculum.
MA.1.NSO.2.4	Explore the addition of a two-digit number and a one-digit number with sums to 100.	5 - Very Good Alignment	Lessons align with the standard fully.
MA.1.NSO.2.5	Explore subtraction of a one-digit number from a two-digit number.	5 - Very Good Alignment	Lessons align with the standard fully.
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 	5 - Very Good Alignment	This MTR is integrated throughout multiple lessons and builds throughout the curriculum.
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. 	5 - Very Good Alignment	This MTR is integrated throughout multiple lessons and builds throughout the curriculum.

	<ul style="list-style-type: none"> • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 		
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 	5 - Very Good Alignment	This MTR is integrated throughout multiple lessons and builds throughout the curriculum.
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. 	5 - Very Good Alignment	This MTR is integrated throughout multiple lessons and builds throughout the curriculum.

	<ul style="list-style-type: none"> • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 		
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. 	<p>5 - Very Good Alignment</p>	<p>This MTR is integrated throughout multiple lessons and builds throughout the curriculum.</p>
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. 	<p>5 - Very Good Alignment</p>	<p>This MTR is integrated throughout multiple lessons and builds throughout the curriculum.</p>

	<ul style="list-style-type: none"> Evaluate results based on the given context. 		
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency. 	5 - Very Good Alignment	This MTR is integrated throughout multiple lessons and builds throughout the curriculum.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	This standard may also be addressed in other areas, as well as through teacher.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	This standard may also be addressed in other areas, as well as through teacher.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	More support for teachers in how to implement this standard correctly would be beneficial.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	This standard may also be addressed in other areas, as well as through teacher.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	This standard may also be addressed in other areas, as well as through teacher.

ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	This standard may also be addressed in other areas, as well as through teacher.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	ELL support provided both digitally and printed.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	ELL support provided both digitally and printed.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Overall the content aligns with the state's standards and benchmarks. There are some standards/benchmarks that are addressed in limited ways. While they may not need direct instruction for multiple lessons, they could be integrated into more vs. a few review problems in extra practice.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	Some skills simplify some of the benchmarks and could be taught in a variety of ways (vs. maybe one strategy) to meet the needs of all learners.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Both print and digital materials seem to be adaptable and useful for classroom instruction.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Again, some skills could be taught in more ways than one in order to promote more engagement and problem solving skills.

5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Some content simplifies some of the benchmark skills.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	Some content simplifies and almost limits some of the student abilities.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	The content provided matched the time period allowed for teaching. There is also movement in this category based on district level needs.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Yes, the sources cited in the materials seem to reflect expert information/research for the math subject area including input from math educators.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Yes, the sources cited in the materials seem to reflect expert information/research for the quality of math content.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	There were no visible or blatant errors in material.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	The content and materials are presented objectively and appropriately.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	Overall, materials reflect theories and standards appropriately. They could expand more on some concepts and increase the variety of models/way skills are taught.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	Yes, content is accurate and consistent throughout materials.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Content reflects up-to-date research and newest standards.

15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Content is relevant to the curriculum and standards.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Content is both appropriate and relevant for learner.s.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	The content does go between animals that are mostly cartoon looking to real life applications. For example, an accurate representation of modes of transportation.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Material does incorporate meaningful content for specific age/grade level students.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	Multiple examples of various communities are prevalent throughout all materials.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	Animals are very much highlighted in this curriculum. All materials portray living things appropriately, considering needs values.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Yes, overall the content of the benchmarks and standards is covered throughout the material.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	3 - Fair Alignment	While the content and materials do address the standards and benchmarks, there are some skills that may require additional teacher preparation in order to meet the needs of all learners. There are concepts that students may

		need to see a variety of ways (which are not always provided) to problem solve before mastery.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	All components of the major tool align with the curriculum and each other.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Materials are organized and consistent.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Visually, materials are extremely appealing to students and math their appropriate age/grade level. Content consistently targets student interest.
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	The content is appropriate in it's pacing and consistent throughout in order to keep learning routine for students.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	It seems like the digital platform may be slightly more adaptable for UDL. There are resources to meet Blind, DHH, ELL, etc. student learning needs.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	Overall, the curriculum is well presented visually, with inclusivity, freedom of bias and engagement in the forefront.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	The only reason for the "4" vs. "5" rating is that the curriculum is SO consistent that it provides routine, yet at the same time could be less engaging for some students who find it repetitive.

		It could still maintain it's consistency by varying some lessons (i.e. one a week) to change structure and increase motivation.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Again, instructional materials do leave some skills to not be thoroughly taught in a variety of ways.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	All materials contain clear goals/learning outcomes.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	Various material resources help support students and aid teachers to encourage more independent learning. Many teachers will use the extra practice pages as homework, so incorporating more of these for additional classroom practice would be beneficial.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Support can be adapted to developmental differences and varying learning styles appropriately.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Materials engage activity of students during the learning process with their variety of print and digital resources.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	Increased hands-on activities outlined in the physical workbook would be beneficial for enrichment and extension of content and learning targets.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	Instructional materials do include some strategies known to be successful for teaching the learning outcomes, but could give teachers a wider variety of implementation strategies.

9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Yes, they are effective in teaching the targeted outcomes.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Materials and assessments are aligned and reflect the learning outcomes appropriately.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	Assessment strategies incorporated in the materials are effective in assessing learners and their understanding.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	UDL is considered in resources and materials.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	Overall, the appropriate application of Mathematical Thinking and Reasoning Standards is relevant. The curriculum could approach some benchmarks at a more in-depth level creating high problem solving opportunities for learners.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	While it does meet learning requirements and benchmark standards at an effective level, it could be more "highly effective". Some skills are left to be taught in isolation and could be expanded on and incorporated into other areas.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	Yes, the materials are unbiased and do not encompass CRT.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Yes

Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Yes
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	Yes

Reviewer's Name: Melinda Robinson

Title: Florida's B.E.S.T. Standards for MATH Grade 1

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: [Grade One Mathematics](#)

Bid ID: 299

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

5 - Very Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

Materials appropriate address the BEST standards including attention to clarifications, and are presented in appropriate progression and in an engaging way.

Standard

Description

Reviewer
Rating

Rating Justification

MA.1.AR.1.1	Apply properties of addition to find a sum of three or more whole numbers.	4 - Good Alignment	few question with three addends and less with more than three
MA.1.AR.1.2	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	5 - Very Good Alignment	Model Real Life labelled questions consistently present but many other examples mixture of objects, drawings and equations
MA.1.AR.2.1	Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.	5 - Very Good Alignment	builds across chapters to reach clarification limit
MA.1.AR.2.2	Determine and explain if equations involving addition or subtraction are true or false.	5 - Very Good Alignment	focus is on equal sign and stays within limits of other clarifications
MA.1.AR.2.3	Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.	4 - Good Alignment	even in higher chapters few representations of $c=a+b$
MA.1.DP.1.1	Collect data into categories and represent the results using tally marks or pictographs.	4 - Good Alignment	only basic geometric shapes used and only once referencing attributes, hexagons, sphere, cubes, rectangular prisms could be used
MA.1.DP.1.2	Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories.	5 - Very Good Alignment	good representation of both
MA.1.FR.1.1	Partition circles and rectangles into two and four equal-sized parts. Name the parts of the whole using appropriate language including halves or fourths.	5 - Very Good Alignment	uses appropriate language equal and unequal shares and quarters beyond the halves and fourths
MA.1.GR.1.1	Identify, compare and sort two- and three-dimensional figures based on their defining	4 - Good Alignment	addresses benchmark clarifications , has

	attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders.		identifying and sorting questions but comparing is lacking
MA.1.GR.1.2	Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.	5 - Very Good Alignment	opportunities to trace to build to sketch
MA.1.GR.1.3	Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.	5 - Very Good Alignment	composing and decomposing both addressed 2D and #D addressed separately
MA.1.GR.1.4	Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.	4 - Good Alignment	real world objects for 3D seem limited to mostly illustrations with blocks
MA.1.M.1.1	Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.	5 - Very Good Alignment	estimation questions presented in a variety of ways
MA.1.M.1.2	Compare and order the length of up to three objects using direct and indirect comparison.	5 - Very Good Alignment	mixture of comparisons using word descriptions and illustrations
MA.1.M.2.1	Using analog and digital clocks, tell and write time in hours and half-hours.	3 - Fair Alignment	students not asked to o'clock or half past on their own, only one page illustrating partition of circle as a half with blue background
MA.1.M.2.2	Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.	5 - Very Good Alignment	coins equalling a dollar represented in various ways,
MA.1.M.2.3	Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten	5 - Very Good Alignment	examples of counting on mixed with place value representations connecting to base ten

	dollar bills up to \$100. Use the ¢ and \$ symbols appropriately.		blocks and the way the money is presented always grouped in place value order
MA.1.NSO.1.1	Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100.	4 - Good Alignment	clarification 3 counting sequences and visual charts used but other than counting by tens no reference or emphasis on base 10 place value
MA.1.NSO.1.2	Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.	5 - Very Good Alignment	additional usage of base ten blocks to represent numbers
MA.1.NSO.1.3	Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.	3 - Fair Alignment	expressions and equations lacking blank tens and blank ones is blank, could be additionally represented as blank+blank =blank linking to equations even the reverse is present blank is blank tens and blank ones which is blank=blank+blank lost opportunity
MA.1.NSO.1.4	Plot, order and compare whole numbers up to 100.	5 - Very Good Alignment	all aspects of clarifications present
MA.1.NSO.2.1	Recall addition facts with sums to 10 and related subtraction facts with automaticity.	5 - Very Good Alignment	various strategies build towards fluency
MA.1.NSO.2.2	Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.	5 - Very Good Alignment	clarifications addressed and various strategies represented and built upon

MA.1.NSO.2.3	Identify the number that is one more, one less, ten more and ten less than a given two-digit number.	5 - Very Good Alignment	addressed
MA.1.NSO.2.4	Explore the addition of a two-digit number and a one-digit number with sums to 100.	5 - Very Good Alignment	strategies addressing clarifications are evident
MA.1.NSO.2.5	Explore subtraction of a one-digit number from a two-digit number.	5 - Very Good Alignment	clarifications met and strategies are varied
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 	5 - Very Good Alignment	text supplies prompts such as analyze, ask a question, keep going, help your partner and many self reflective type idea prompts from character thought bubbles
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. 	5 - Very Good Alignment	prompts such as another way and make connections as well as the structure of the lessons build on understanding and representation

	<ul style="list-style-type: none"> Express connections between concepts and representations. Choose a representation based on the given context or purpose. 		
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. 	5 - Very Good Alignment	all stages of fluency represented and ample prompts for discussion
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. 	5 - Very Good Alignment	prompts throughout lesson such as justify, you be the teacher, construct an argument

<p>MA.K12.MTR.5.1</p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. 	<p>5 - Very Good Alignment</p>	<p>prompts throughout such as make a plan, structure, use another concept</p>
<p>MA.K12.MTR.6.1</p>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. 	<p>5 - Very Good Alignment</p>	<p>dig deeper questions, along with prompts of check your work and is it reasonable</p>
<p>MA.K12.MTR.7.1</p>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p>	<p>5 - Very Good Alignment</p>	<p>multiple references to everyday life, real life,</p>

	<ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	prompts for teacher and questions prompting students
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	multiple real life questions; math musicals texts
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	dig in questions and closure statements may support this
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	supports collaboration ask your partner
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	across curriculum, model real life questions provide various formats to follow
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	as previous stated
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	multiple opportunities to collaborate and share
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	multiple opportunities to collaborate and share

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	benchmarks identified and meet clarifications
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	benchmark clarifications met
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	various methods offered
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	objective learning targets identified and students self assess
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	clarifications met
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	progression through strategies address learning conceptually, procedurally and application
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	pacing seems to be appropriate
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	expertise represented and referenced
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	represented well
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	none noted
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	none noted
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include	5 - Very Good Alignment	build through acceptable strategies to support concepts

prevailing theories, concepts, standards, and models used with the subject area).		
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	non noted
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	high impact learning strategies are noted and addressed
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	vertical progression; real life models
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	vertical progression; real life models
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	multiple real life models applications etc
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	references and applications noted cross curricular
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	non noted
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	non noted
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	benchmarks and clarifications addressed

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	seem to be easily accessible in text and digital

2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	all aspect viewed malign
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	material presented in a way to build the learners conceptual understanding and skill level
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	visuals and prompts support student engagement
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	pacing seems to be appropriate based on level of understanding required
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	differentiation noted in Lauries notes, ELL and
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	overall great representation

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	engaging but not necessarily motivating other than the link to real life
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	thoroughly addresses best standards
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	TE gives multiple explanations, prompts etc.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	prompts in student edition to justify reasoning share with a partner, choose a different method

5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	differentiation addressed
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	presented in an engaging format
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	3 - Fair Alignment	limited extensions other than possibly math musicals
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	strategies provided help guide to learning goals
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	strategies build to objectives
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	progression through learning monitored and assessed
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	student self monitoring to summative assessments and all progression during
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	differentiation noted
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	MTRs extremely evident with EE overlaps
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	BEST standards and clarifications addressed strategies built upon, conceptual understanding, procedural, and application all present

Special Topics	Reviewer Rating	Rating Justification
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Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	non noted
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	non noted
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	non noted
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	2 - Poor Alignment	social emotional learning addressed in Math musicals but seem to be appropriately directed

Reviewer's Name: Doreen Alvarez

Title: Florida's B.E.S.T. Standards for MATH Grade 4

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

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Edition: 1

Grade Level: K-5

Course: [Grade Four Mathematics](#)

Bid ID: 302

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

5 - Very Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

Overall impression is materials are easy to use, meet most standards with a fair alignment. Some requirements are only in the TE which can be overlooked by a teacher when in the moment of teaching. Videos have SEL components. Cross curricular activities, although seem to be fun, would not be worthy of attempting in a time- strapped classroom.

Standard	Description	Reviewer Rating	Rating Justification
MA.4.AR.1.1	Solve real-world problems involving multiplication and division of whole numbers including problems in which remainders must be interpreted within the context.	3 - Fair Alignment	The standard is across lessons, but it does not coincide with the other standards in the lessons.
MA.4.AR.1.2	Solve real-world problems involving addition and subtraction of fractions with like denominators, including mixed numbers and fractions greater than one.	4 - Good Alignment	Meets benchmark with good amount of practice.
MA.4.AR.1.3	Solve real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction.	5 - Very Good Alignment	Meets benchmark and clarifications with ample practice.
MA.4.AR.2.1	Determine and explain whether an equation involving any of the four operations with whole numbers is true or false.	2 - Poor Alignment	Insufficient practice and coverage of the standard.
MA.4.AR.2.2	Given a mathematical or real-world context, write an equation involving multiplication or division to determine the unknown whole number with the unknown in any position.	2 - Poor Alignment	Insufficient practice and coverage of the standard.
MA.4.AR.3.1	Determine factor pairs for a whole number from 0 to 144. Determine whether a whole number from 0 to 144 is prime, composite or neither.	5 - Very Good Alignment	Uses concrete examples with rectangles, meets benchmark with clarification regarding divisibility rules.
MA.4.AR.3.2	Generate, describe and extend a numerical pattern that follows a given rule.	4 - Good Alignment	Uses real world examples. One problem in the TE states the pattern is, "add a zero each time." Mathematically it should be multiply by 10 each time.
MA.4.DP.1.1	Collect and represent numerical data, including fractional values, using tables, stem-and-leaf plots or line plots.	4 - Good Alignment	Ample practice with both stem and leaf plots and line plots.

MA.4.DP.1.2	Determine the mode, median or range to interpret numerical data including fractional values, represented with tables, stem-and-leaf plots or line plots.	3 - Fair Alignment	Vocabulary development is lacking.
MA.4.DP.1.3	Solve real-world problems involving numerical data.	2 - Poor Alignment	Insufficient practice with, "Data involving decimals are limited to hundredths."
MA.4.FR.1.1	Model and express a fraction, including mixed numbers and fractions greater than one, with the denominator 10 as an equivalent fraction with the denominator 100.	2 - Poor Alignment	Does not make sufficient use of manipulatives, models, or number lines. There is only one set of number lines at the beginning of 9.3.
MA.4.FR.1.2	Use decimal notation to represent fractions with denominators of 10 or 100, including mixed numbers and fractions greater than 1, and use fractional notation with denominators of 10 or 100 to represent decimals.	2 - Poor Alignment	Does not make sufficient use of manipulatives, models, or number lines.
MA.4.FR.1.3	Identify and generate equivalent fractions, including fractions greater than one. Describe how the numerator and denominator are affected when the equivalent fraction is created.	3 - Fair Alignment	Does not include sufficient use of manipulatives or visual models in instruction.
MA.4.FR.1.4	Plot, order and compare fractions, including mixed numbers and fractions greater than one, with different numerators and different denominators.	3 - Fair Alignment	Does not use enough examples of fractions greater than one.
MA.4.FR.2.1	Decompose a fraction, including mixed numbers and fractions greater than one, into a sum of fractions with the same denominator in multiple ways. Demonstrate each decomposition with objects, drawings and equations.	3 - Fair Alignment	Uses mostly equations for student practice. Students need guidance on how to draw the example or model.
MA.4.FR.2.2	Add and subtract fractions with like denominators, including mixed numbers and fractions greater than one, with procedural reliability.	3 - Fair Alignment	Ample practice, but lacks enough examples of HOW to

			regroup fractions for subtracting.
MA.4.FR.2.3	Explore the addition of a fraction with denominator of 10 to a fraction with denominator of 100 using equivalent fractions.	2 - Poor Alignment	Does not make sufficient use of manipulatives, models, or number lines.
MA.4.FR.2.4	Extend previous understanding of multiplication to explore the multiplication of a fraction by a whole number or a whole number by a fraction.	4 - Good Alignment	Does well aligning multiplication of fractions with repeated addition. TE does have answers simplified, which is not what the standard requires.
MA.4.GR.1.1	Informally explore angles as an attribute of two-dimensional figures. Identify and classify angles as acute, right, obtuse, straight or reflex.	4 - Good Alignment	Meets benchmark with clarifications. Vocabulary introduction needs more depth.
MA.4.GR.1.2	Estimate angle measures. Using a protractor, measure angles in whole-number degrees and draw angles of specified measure in whole-number degrees. Demonstrate that angle measure is additive.	5 - Very Good Alignment	Meets benchmark
MA.4.GR.1.3	Solve real-world and mathematical problems involving unknown whole-number angle measures. Write an equation to represent the unknown.	5 - Very Good Alignment	Meets benchmark. Uses real world examples.
MA.4.GR.2.1	Solve perimeter and area mathematical and real-world problems, including problems with unknown sides, for rectangles with whole-number side lengths.	4 - Good Alignment	Perimeter and area are initially taught in isolation, but are brought together later.
MA.4.GR.2.2	Solve problems involving rectangles with the same perimeter and different areas or with the same area and different perimeters.	4 - Good Alignment	Meets the benchmark.
MA.4.M.1.1	Select and use appropriate tools to measure attributes of objects.	4 - Good Alignment	Meets the benchmark.

MA.4.M.1.2	Convert within a single system of measurement using the units: yards, feet, inches; kilometers, meters, centimeters, millimeters; pounds, ounces; kilograms, grams; gallons, quarts, pints, cups; liter, milliliter; and hours, minutes, seconds.	4 - Good Alignment	Meets the benchmark. Separates each type of measurement. Teaches customary and metric separately. Uses the word "capacity" instead of "volume."
MA.4.M.2.1	Solve two-step real-world problems involving distances and intervals of time using any combination of the four operations.	4 - Good Alignment	Meets the benchmark. Combines customary and metric questions in the final lesson.
MA.4.M.2.2	Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation.	4 - Good Alignment	Meets the benchmark.
MA.4.NSO.1.1	Express how the value of a digit in a multi-digit whole number changes if the digit moves one place to the left or right.	4 - Good Alignment	Taught as part of three different units, which is good spiral review.
MA.4.NSO.1.2	Read and write multi-digit whole numbers from 0 to 1,000,000 using standard form, expanded form and word form.	4 - Good Alignment	Meets the benchmark.
MA.4.NSO.1.3	Plot, order and compare multi-digit whole numbers up to 1,000,000.	4 - Good Alignment	Meets the benchmark with clarifications.
MA.4.NSO.1.4	Round whole numbers from 0 to 10,000 to the nearest 10, 100 or 1,000.	4 - Good Alignment	Meets the benchmark. Rounding is used to estimate products.
MA.4.NSO.1.5	Plot, order and compare decimals up to the hundredths.	3 - Fair Alignment	Does not meet the clarification, "Within the benchmark, the expectation is to explain the reasoning for the comparison."
MA.4.NSO.2.1	Recall multiplication facts with factors up to 12 and related division facts with automaticity.	5 - Very Good Alignment	Ample practice throughout numerous lessons.
MA.4.NSO.2.2	Multiply two whole numbers, up to three digits by up to two digits, with procedural reliability.	5 - Very Good Alignment	Teaches multiplication with multiple

			strategies and procedures.
MA.4.NSO.2.3	Multiply two whole numbers, each up to two digits, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	Teaches area model, distributive and associative properties, partial products, as well as the traditional standard algorithm, however the traditional algorithm is not taught in a step by step. Rather it says to multiply the three in the ones by the 3digit top number, then the 4 in the tens by the 3 digit top number.
MA.4.NSO.2.4	Divide a whole number up to four digits by a one-digit whole number with procedural reliability. Represent remainders as fractional parts of the divisor.	5 - Very Good Alignment	Uses models and different methods, includes remainder as a fraction of divisor.
MA.4.NSO.2.5	Explore the multiplication and division of multi-digit whole numbers using estimation, rounding and place value.	5 - Very Good Alignment	Includes estimation as a natural part of problem solving.
MA.4.NSO.2.6	Identify the number that is one-tenth more, one-tenth less, one-hundredth more and one-hundredth less than a given number.	4 - Good Alignment	Meets benchmark
MA.4.NSO.2.7	Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths.	5 - Very Good Alignment	Includes word problems and money.
MA.K12.MTR.1.1	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. 	3 - Fair Alignment	Lessons include "Solving the Model Real Life Example," but in the TE, which can be easily overlooked.

	<ul style="list-style-type: none"> • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. 		
MA.K12.MTR.2.1	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 	4 - Good Alignment	The company states that 4 pages are dedicated to this standard, but throughout the book models are used. Manipulatives could be used more.
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. 	4 - Good Alignment	Students are provided with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.

	<ul style="list-style-type: none"> Use feedback to improve efficiency when performing calculations. 		
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. 	3 - Fair Alignment	<p>There are no opportunities for planned partner work. Allows for a "turn and talk" on occasion. Most discussion is in the TE as a side note, which can be easily overlooked.</p>
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. 	4 - Good Alignment	<p>Allows for problem solving strategies that include analyzing the problem and planning for problem solving.</p>

	<ul style="list-style-type: none"> Connect solutions of problems to more complicated large-scale situations. 		
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. 	4 - Good Alignment	Includes estimation as a natural part of problem solving.
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	4 - Good Alignment	Problems include real-world scenarios and uses models.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	3 - Fair Alignment	Teacher edition includes opportunities for students to explain and justify orally. Student edition does not.

ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Word problems are appropriate. Avoids unusual ethnic names by saying, "you" in most word problems.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Includes cross curricular paragraphs throughout.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	2 - Poor Alignment	The student edition does not allow for collaboration. The TE has spots for it, that can be easily overlooked by a teacher worried about pacing.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	Not included in SE.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	2 - Poor Alignment	The suggestions are not viable. Things like, "invite a car mechanic to come in," or "perform a puppet show." There is not enough time in the day. The standard needs to be embedded in daily lessons.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Support in the TE throughout.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	3 - Fair Alignment	"problem Solving for All Learners" is included throughout the TE.

Content	Reviewer Rating	Rating Justification
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1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	3 - Fair Alignment	Many standards score a 2 or 3. Average overall is 3.59.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	Lessons allow for supporting learners and extended thinking.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Lessons allow for supporting learners and extended thinking.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Lessons use real-world examples to impart the significance of topics.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	Complexity meets standards and clarifications most of the time.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	3 - Fair Alignment	Complexity meets standards and clarifications most of the time.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Meets expectations.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Meets expectations.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Meets expectations. Includes real-world sources to support lessons.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	Minor errors. I observed two errors in the TE.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	Meets expectations.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Content includes accepted ways to solve multiplication and division as well as using many other prevailing theories.

13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	Meets expectations.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Meets expectations.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Content is relevant and appropriate.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Content is relevant and appropriate for learners.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Real-world examples make content meaningful.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Lessons have cross-curricular connections.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	Very few names or images of human beings are included. Most examples use photographs or illustrations of animals or things in nature.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	Meets expectations.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	Many standards score a 2 or 3. Average overall is 3.59.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	Ample practice included.

2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Meets expectations.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	An overview the sequencing indicates content is being taught in a logical organization.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	Readability is good. Visuals are engaging, not distracting.
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Content is presented in reasonable chunks.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	TE contains Learner Support, Scaffolding, information for emergent learners.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Presentation is user-friendly, and meets expectations for teachers and students.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Text uses familiar characters, and lessons are neat without too much to be visually confusing to students.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Lessons are chunked so that standards are met over multiple lessons.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Student lesson includes a learning target and "I can" statements. TE includes "Where are we in our learning" opportunities for evaluation and reflection as well as rubrics for formative assessment.

4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	TE includes "Where are we in our learning" opportunities for evaluation and reflection as well as rubrics for formative assessment.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	TE contains Learner Support, Scaffolding, information for emergent learners.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Meets expectations.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	3 - Fair Alignment	TE includes cross curricular activities that would be time consuming and hard to fit within prescribed lesson times.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Uses multiple strategies and models.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Uses multiple strategies and models.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Assessments correlate with desired learning outcomes.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	Assessment materials are effective in assessing the learners' performance with regard to the targeted outcomes.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	UDL is incorporated in the TE via scaffolding, ELL notes, and "Problem Solving for All Learners" segments.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	3 - Fair Alignment	MTRs and ELA are rated as fair to good.

14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	Instructional strategies and support satisfy the LEARNING requirements.
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Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	CRT is not taught.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Instructional materials omit Culturally Responsive Teaching as it relates to CRT.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	CRT is not taught.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	1 - Very Poor/No Alignment	Lesson videos include SEL lessons within the content lesson.

Reviewer's Name: Felisha Nicholson

Title: Florida's B.E.S.T. Standards for MATH Grade 4

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: [Grade Four Mathematics](#)

Bid ID: 302

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

5 - Very Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

This curriculum embeds a lot of aligned standards practice, student-friendly work pages, teacher supportive resources, and so much more. I thoroughly enjoyed reviewing the materials within this curriculum. After reviewing the questionnaire, I could see that they used a lot of educational research (John Hattie, Nancy Frey, etc.) when creating these resources. The layout of the lessons were easy to follow and the TEs housed a lot of resources that will set up the teachers and students with success.

Standard	Description	Reviewer Rating	Rating Justification
MA.4.AR.1.1	Solve real-world problems involving multiplication and division of whole numbers including problems in which remainders must be interpreted within the context.	5 - Very Good Alignment	There's a lot of content within the lessons that address the identified standard.
MA.4.AR.1.2	Solve real-world problems involving addition and subtraction of fractions with like denominators, including mixed numbers and fractions greater than one.	5 - Very Good Alignment	These lessons incorporate a variation of ways to practice skills. Love the layout of the fraction lessons.
MA.4.AR.1.3	Solve real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction.	4 - Good Alignment	Same as above.
MA.4.AR.2.1	Determine and explain whether an equation involving any of the four operations with whole numbers is true or false.	4 - Good Alignment	Doesn't limit students to specific strategies. Gives them brief practice with a model and number line, then takes them right into practice. Students are able to choose whichever strategy is best for them.
MA.4.AR.2.2	Given a mathematical or real-world context, write an equation involving multiplication or division to determine the unknown whole number with the unknown in any position.	4 - Good Alignment	Ample practice.
MA.4.AR.3.1	Determine factor pairs for a whole number from 0 to 144. Determine whether a whole number from 0 to 144 is prime, composite or neither.	4 - Good Alignment	Same as above.
MA.4.AR.3.2	Generate, describe and extend a numerical pattern that follows a given rule.	3 - Fair Alignment	I wish there was more content for this lesson strand. In fourth grade. In our district,

			we have found that students struggle with creating patterns based upon a given rule.
MA.4.DP.1.1	Collect and represent numerical data, including fractional values, using tables, stem-and-leaf plots or line plots.	4 - Good Alignment	Ample practice.
MA.4.DP.1.2	Determine the mode, median or range to interpret numerical data including fractional values, represented with tables, stem-and-leaf plots or line plots.	4 - Good Alignment	Great alignment and ample practice with mean, median and mode within lesson content. The pages are colorful and easy to follow.
MA.4.DP.1.3	Solve real-world problems involving numerical data.	4 - Good Alignment	lots of stem and leaf plot practice
MA.4.FR.1.1	Model and express a fraction, including mixed numbers and fractions greater than one, with the denominator 10 as an equivalent fraction with the denominator 100.	4 - Good Alignment	includes ample practice for modeling fractions and mixed numbers, and generating fractional equivalences with 10s and 100s as denominators.
MA.4.FR.1.2	Use decimal notation to represent fractions with denominators of 10 or 100, including mixed numbers and fractions greater than 1, and use fractional notation with denominators of 10 or 100 to represent decimals.	5 - Very Good Alignment	There's a great deal of practice with fractions and decimals, and relating the two. The students are using tables, models, and number lines.
MA.4.FR.1.3	Identify and generate equivalent fractions, including fractions greater than one. Describe how the numerator and denominator are affected when the equivalent fraction is created.	4 - Good Alignment	ample practice with this standard!
MA.4.FR.1.4	Plot, order and compare fractions, including mixed numbers and fractions greater than	4 - Good Alignment	same as above

	one, with different numerators and different denominators.		
MA.4.FR.2.1	Decompose a fraction, including mixed numbers and fractions greater than one, into a sum of fractions with the same denominator in multiple ways. Demonstrate each decomposition with objects, drawings and equations.	5 - Very Good Alignment	lots of practice!
MA.4.FR.2.2	Add and subtract fractions with like denominators, including mixed numbers and fractions greater than one, with procedural reliability.	5 - Very Good Alignment	same as above!
MA.4.FR.2.3	Explore the addition of a fraction with denominator of 10 to a fraction with denominator of 100 using equivalent fractions.	4 - Good Alignment	Being that the students will receive quite a bit of practice with generating equivalent fractions with denominators of 10s and 100s, I believe that one lesson of this will suffice. It should be simple enough at this point once they've grasped how to generate the equivalent fractions.
MA.4.FR.2.4	Extend previous understanding of multiplication to explore the multiplication of a fraction by a whole number or a whole number by a fraction.	5 - Very Good Alignment	There's quite a bit of practice for this standard evident within these lessons.
MA.4.GR.1.1	Informally explore angles as an attribute of two-dimensional figures. Identify and classify angles as acute, right, obtuse, straight or reflex.	4 - Good Alignment	There's sufficient practice.
MA.4.GR.1.2	Estimate angle measures. Using a protractor, measure angles in whole-number degrees and draw angles of specified measure in whole-number degrees. Demonstrate that angle measure is additive.	4 - Good Alignment	These lessons definitely overlap with the lessons for GR.1.1 including a great deal of practice with this standard's content

			and continuation of the previous.
MA.4.GR.1.3	Solve real-world and mathematical problems involving unknown whole-number angle measures. Write an equation to represent the unknown.	4 - Good Alignment	Lesson 12.6 ties in all of the previous skills for the lessons and shows students the applicable reasoning with real world exploration.
MA.4.GR.2.1	Solve perimeter and area mathematical and real-world problems, including problems with unknown sides, for rectangles with whole-number side lengths.	4 - Good Alignment	Love that there's lots of practice with unknown sides! Students notoriously struggle with finding unknown sides.
MA.4.GR.2.2	Solve problems involving rectangles with the same perimeter and different areas or with the same area and different perimeters.	4 - Good Alignment	Another concept that can be difficult for students, but these lesson pages are easy to follow and help the students to see the connections of area and perimeter.
MA.4.M.1.1	Select and use appropriate tools to measure attributes of objects.	5 - Very Good Alignment	Lots of practice with appropriate tools of measure and when it would be reasonable to use them!
MA.4.M.1.2	Convert within a single system of measurement using the units: yards, feet, inches; kilometers, meters, centimeters, millimeters; pounds, ounces; kilograms, grams; gallons, quarts, pints, cups; liter, milliliter; and hours, minutes, seconds.	5 - Very Good Alignment	I was really looking into these lessons because I wanted to make sure that students had ample practice with conversions and using various operations to assist them with converting. Over the course of this chapter/unit, students will receive various practice with

			conversions and converting the multiple units within this standard.
MA.4.M.2.1	Solve two-step real-world problems involving distances and intervals of time using any combination of the four operations.	5 - Very Good Alignment	same as above
MA.4.M.2.2	Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation.	4 - Good Alignment	The introduction to this lesson shows a table with money, and the students use the table to answer a variety of questions. It then goes on to give them a plethora of multi-step problems using money and seeing the relevance of that to decimals.
MA.4.NSO.1.1	Express how the value of a digit in a multi-digit whole number changes if the digit moves one place to the left or right.	4 - Good Alignment	In the earlier units, the students are modeling ways to show numbers using drawings, but as they progress to the latter units, they identify values and relate numbers using the base ten system using tables.
MA.4.NSO.1.2	Read and write multi-digit whole numbers from 0 to 1,000,000 using standard form, expanded form and word form.	4 - Good Alignment	The students are modeling numbers using place value by drawing quick pictures and other strategies.
MA.4.NSO.1.3	Plot, order and compare multi-digit whole numbers up to 1,000,000.	4 - Good Alignment	There's sufficient practice for this standard!
MA.4.NSO.1.4	Round whole numbers from 0 to 10,000 to the nearest 10, 100 or 1,000.	4 - Good Alignment	This standard is incorporated in multiple lessons. The

			students are rounding numbers.
MA.4.NSO.1.5	Plot, order and compare decimals up to the hundredths.	4 - Good Alignment	There's sufficient practice for this standard.
MA.4.NSO.2.1	Recall multiplication facts with factors up to 12 and related division facts with automaticity.	5 - Very Good Alignment	Love the automaticity component within the lessons...lots of computation practice! Students are also encouraged to using grid paper (already within the lessons) to generate factor pairs. So, they are seeing some representational along with the abstract.
MA.4.NSO.2.2	Multiply two whole numbers, up to three digits by up to two digits, with procedural reliability.	5 - Very Good Alignment	There's an extensive amount of practice over the course of the 2 units (chapters 2 and 3).
MA.4.NSO.2.3	Multiply two whole numbers, each up to two digits, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	same as above
MA.4.NSO.2.4	Divide a whole number up to four digits by a one-digit whole number with procedural reliability. Represent remainders as fractional parts of the divisor.	5 - Very Good Alignment	same as above
MA.4.NSO.2.5	Explore the multiplication and division of multi-digit whole numbers using estimation, rounding and place value.	5 - Very Good Alignment	same as above
MA.4.NSO.2.6	Identify the number that is one-tenth more, one-tenth less, one-hundredth more and one-hundredth less than a given number.	4 - Good Alignment	Sufficient practice with standard!
MA.4.NSO.2.7	Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths.	4 - Good Alignment	same as above

<p>MA.K12.MTR.1.1</p>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. 	<p>5 - Very Good Alignment</p>	<p>Each TE has a table just for the MTRs. Within those tables are identified pages where there is evidence of each MTR. This is incorporated within each TE unit.</p>
<p>MA.K12.MTR.2.1</p>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. 	<p>5 - Very Good Alignment</p>	<p>same as above</p>
<p>MA.K12.MTR.3.1</p>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p>	<p>5 - Very Good Alignment</p>	<p>same as above</p>

	<ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 		
MA.K12.MTR.4.1	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	5 - Very Good Alignment	same as above
MA.K12.MTR.5.1	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. 	5 - Very Good Alignment	same as above

	<ul style="list-style-type: none"> • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. 		
MA.K12.MTR.6.1	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. 	5 - Very Good Alignment	same as above
MA.K12.MTR.7.1	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	5 - Very Good Alignment	same as above

ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	After reviewing the pages noted from the publisher, I can verify that this is evident within the materials.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	After reviewing the pages noted from the publisher, I can verify that this is evident within the materials.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	After reviewing the pages noted from the publisher, I can verify that this is evident within the materials.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	After reviewing the pages noted from the publisher, I can verify that this is evident within the materials.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	the curriculum has checkpoints incorporated within the lessons as well to encourage quality work
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	After reviewing the pages noted from the publisher, I can verify that this is evident within the materials.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Lots of ELL support!
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	After reviewing the pages noted from the publisher, I can verify that this is evident within the materials.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	I feel as though this curriculum did a wonderful job with alignment.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Yes! I also feel that there was quite a bit of overlap, which is good. It keeps the students thinking about how skills correlate and build.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Very fluid and easy to follow.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	I believe that the tasteful amount of variation of strategies and models will help students make the connections that they need.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	sufficient evidence of CRA and problem solving
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	I think that there's enough variation for students to find what works for them and excel...there's lot of modifications that can be made for the leveled abilities within the classroom
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Yes! There's a tasteful amount of material within the lessons and could be done within a given math time.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Yes
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Yes

10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	From what I reviewed, there seemed to be content presented accurately.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	Yes
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Yes! (variation of models, problem types, and additional resources)
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	From what I reviewed, there seemed to be content presented accurately.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Yes!
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Yes
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Yes!
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Yes
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Yes
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	There were no evident biases from what I reviewed. Content was presented fairly.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	Yes. There was no inhumane treatment evident.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Yes!

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	I agree! Everything was comprehensive and addressed desired outcomes.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Yes, all components reviewed showed alignment.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Everything is logically sequences and extremely easy to follow!
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	The graphics are very engaging and everything presented is in digestible chunks!
5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Yes, everything was presented in digestible chunks and in an easy to follow manner.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	There are a plethora of resources that provide auditory functions, ELL support, and differentiated tasks pointed out within the TE.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	I think it checks off the boxes!

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Yes. From the student-friendly print and graphics, multiple strategies, and easy to follow structure, the students will feel motivated.

2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	The materials thoroughly show this!
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Yes, all lesson pages (even in the SE) have lesson goals and standards on them.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	Yes, it gradually takes the students through CRA/UDL strategies and encourages students to explore and engage in their thinking.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	In the TEs, there are differentiation modifications and resources for teachers to use with students. There are differentiated tasks.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	There's evidence of CRA within the unit lessons, and so the students are learning strategies in a way that math should be learned. There was rarely, if any, times where there was abstract without concrete or representative.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	I believe that the curriculum did a very good job of this! All of the lessons obtain goals and standards on each of the pages and progresses the students through the content in a way that will help them get to those goals/objectives.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	The strategies presented within the lessons are reasonable and will aid the students in reaching the outcomes of the lesson targets.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Yes!

10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Yes, there are a lot of formative assessment opportunities within the lessons, as well as, supportive resources that assess the desired learning outcome
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	There are a lot of assessment tools and support that come with the curriculum.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Yes! Lots of variation!
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	I like that it includes these laid out for the teachers within the TE. It points out where in the lessons there is evidence of this. They are embedded within the curriculum.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	Yes, the curriculum satisfies the requirements for learning the benchmark standards. The way the content is laid out and presented, it sets the students and teachers up for success.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	4 - Good Alignment	There was no CRT evident.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Yes
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Yes
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	4 - Good Alignment	There was no SEL solicited.

	A	B	C	D	E	F	G	H	I	J
1	COURSE _____									
2	BID _____									
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction		Link to correction in materials					
4										
5										
6										
7										
8										

1-

Re

From: Emily Winston <emily.winston@larsontexts.com>

Sent: Friday, April 22, 2022 6:23 PM EDT

To: Baumbach, Amber; Hamilton, Lauren; Seeds, Cathy; Rivers1, Angelia

CC: Jim.Richmond@fldoe.org <Jim.Richmond@fldoe.org>; Bob Onsi

Subject: RE: Big Ideas - initial appeal call

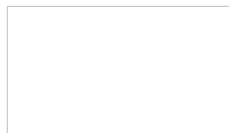
Attachment(s):

"image001.png", "image002.png", "image003.png", "image004.png", "image005.png", "image006.png", "image007.png", "image008.png", "Big Ideas Learning K5_FL DOE_initial appeal call_04252022.docx"


Hi Ms. Baumbach,

Thank you for scheduling the meeting. Joining on Monday will be myself and Bob Onsi. To help facilitate the conversation, we thought we would share the attached document. We look forward to speaking with you as well.

Best regards,



Emily Winston
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com



From: Baumbach, Amber <Amber.Baumbach@fldoe.org>

Sent: Friday, April 22, 2022 1:17 PM

To: Emily Winston <emily.winston@larsontexts.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: Big Ideas - initial appeal call

Hi Emily,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Monday, April 25th, at 10:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time Big Ideas has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Monday.

Big Ideas - appeal
Mon, Apr 25, 2022 10:00 AM - 10:30 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.

<https://meet.goto.com/552391413>

You can also dial in using your phone.

United States (Toll Free): [1 866 899 4679](tel:18668994679)

United States: [+1 \(571\) 317-3116](tel:+15713173116)

Access Code: 552-391-413

Join from a video-conferencing room or system.

Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 552 391 413

Or dial directly: 552391413@67.217.95.2 or 67.217.95.2##552391413

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

DOE email signature

From: Emily Winston <emily.winston@larsontexts.com>

Sent: Friday, April 22, 2022 12:32 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: Big Ideas Learning - FL 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,

On behalf of Big Ideas Learning, LLC, we first would like to thank the staff of the FL DOE for creating this multi-step adoption process and allowing us to work with your team. We sincerely appreciate your diligence, time, and dedication to this matter, and we look forward to partnering with you.

Big Ideas Learning, LLC would like to appeal the decision of the FL DOE to not list our Florida's B.E.S.T Standards for Math K-5 (Bid IDs 298-303) and Algebra 2 with CalcChat® and CalcView® (Bid ID 311) titles on the state's approved Instructional Materials Adoption List.

At this time, we do not want to pursue a DOAH hearing and would like to work directly with DOE staff to remediate our issue. We are requesting a meeting as soon as possible regarding the materials mentioned above. If it would be helpful to DOE staff, we are happy to meet after non-traditional work hours during the week or over the weekend.

Please let us know what date and time would work best for DOE staff and we will be glad to set up the meeting.

Best regards,



Emily Winston

Senior State Adoptions Specialist

(877) 552-7766

emily.winston@bigideaslearning.com

www.bigideaslearning.com



K-5 Series:

- Rejection Reason
 - Grade K, Grade 1, Grade 4 due to Inclusion of Special Topics
 - Grade K – 1 Instance Identified
 - Grade 1 – 1 Instance Identified
 - Grade 4 – 1 Instance Identified
- BIL Analysis
 - Based on the evidence provided, we believe that all 3 instances of Special Topics relate to an erroneously included reference to Social and Emotional Learning (SEL) within the marketing front matter of the Teaching Editions (TE)
 - This reference did not occur within the instructional materials section of the TE
 - This reference did not occur within the Student Edition (SE)
- BIL Proposal
 - To ensure compliance and consistency, and to reduce potential confusion by Teachers, BIL will remove all marketing front matter from all K-5 Teaching Editions and will resubmit these materials in PDF form by the end of the day Monday April 25th (example of before & revised TE to be shared via Zoom during the meeting)
 - For existing inventory, this will be physically removed from the TEs due to supply chain concerns.
 - For future reprints, this content will not be included.
 - BIL requests that these revised submissions be reviewed as quickly as possible and, if in line with the example discussed, that the BIL K-5 series be added to the Adoption List.

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 2:20 PM EDT
To: Emily Winston; Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia
CC: Jim.Richmond@fldoe.org <Jim.Richmond@fldoe.org>; Bob Onsi
Subject: RE: Big Ideas - initial appeal call
Attachment(s):
"image009.png", "image011.png", "image012.png", "image013.png", "image014.png", "image015.png", "image016.png", "image017.png", "image018.png", "image019.png"

Hi Emily,

Thank you for sending this in so quickly. It looks like we may have to be added to the sharepoint for access to the materials. Will you please add our team or send a different form of access?

Thank you!
Lauren

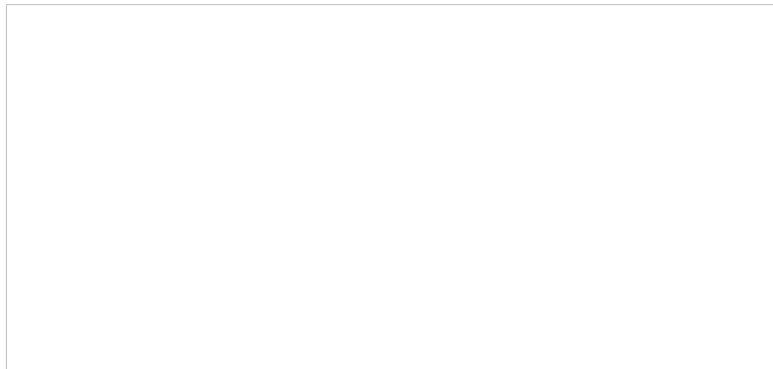
Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Monday, April 25, 2022 2:15 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call


Good afternoon,

Thank you again for taking the time to speak with us this morning. Please see attached for appeal templates for Grades K, 1, and 4 from Big Ideas Learning, LLC. In response to the state's "Not Recommended List" pictured below, the attached templates show our proposed solution for the removal of the included special topic (SEL).



Please let us know if you have any questions or if there is anything else we can provide you with at this time. Again, thank you for providing us with this opportunity and we look forward to a continued partnership with the FL DOE.

Best regards,


Emily Winston
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 10:35 AM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Good morning,

Thank you for speaking with us this morning! I have attached the appeal template as well as the reviews for 298, 299, and 302 for your convenience.

Please reach out if you have any questions or concerns along the way,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

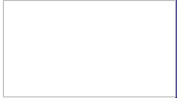
FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Friday, April 22, 2022 6:24 PM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

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Best regards,

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 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Sent: Friday, April 22, 2022 1:17 PM
To: Emily Winston <emily.winston@larsontexts.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: Big Ideas - initial appeal call

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Big Ideas - appeal
Mon, Apr 25, 2022 10:00 AM - 10:30 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.
<https://meet.goto.com/552391413>

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United States (Toll Free): [1 866 899 4679](tel:18668994679)
United States: [+1 \(571\) 317-3116](tel:+15713173116)

Access Code: 552-391-413

Join from a video-conferencing room or system.
Dial in or type: 67.217.95.2 or inroomlink.goto.com
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Or dial directly: [552391413@67.217.95.2](tel:552391413@67.217.95.2) or 67.217.95.2##552391413

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Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
DOE email signature

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Friday, April 22, 2022 12:32 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonisi@larsontexts.com>
Subject: Big Ideas Learning - FL 21-22 Instructional Materials Mathematics State Adopted List

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At this time, we do not want to pursue a DOAH hearing and would like to work directly with DOE staff to remediate our issue. We are requesting a meeting as soon as possible regarding the materials mentioned above. If it would be helpful to DOE staff, we are happy to meet after non-traditional work hours during the week or over the weekend.

Please let us know what date and time would work best for DOE staff and we will be glad to set up the meeting.

Best regards,

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Wednesday, April 27, 2022 7:47 AM EDT
To: Emily Winston; Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia
CC: Bob Onsi; Richmond, James
Subject: RE: Big Ideas - initial appeal call
Attachment(s):
"image001.png", "image002.png", "image003.png", "image004.png", "image005.png", "image006.png", "image007.png", "image008.png", "image009.png", "image011.png", "image013.png", "image012.jpg"
Good morning all,

We are excited to announce the Big Idea's K-5 Series is now adopted and live on our website on the recommended list! [Instructional Materials \(fldoe.org\)](#)

Thank you for your hard work and diligence in getting this complete. We are still currently reviewing Algebra 2 and will reach out with next steps soon.

Please let me know if you have any questions,
Lauren

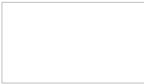
Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Tuesday, April 26, 2022 8:04 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Great! Apologies again for the issues with the previous links! I updated the link in the attached templates with the link that worked for you below. Please let me know if you have any questions.

Best regards,


Emily Winston
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Tuesday, April 26, 2022 7:58 AM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

This worked!

Thank you for sending this in. We will take a look and reach out regarding next steps.

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Monday, April 25, 2022 5:05 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Lauren,

Are you able to access the files via this link?

[Florida Big Ideas Math - Front matter](#)


Emily Winston
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 4:15 PM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Emily,

I'm sorry, now the link wont load at all. Please let me know if there is anything I can do to assist.J

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Monday, April 25, 2022 2:45 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Lauren,

Apologies again! Please see attached and let me know if you are still having trouble with the links.

Best regards,



Emily Winston
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Emily Winston
Sent: Monday, April 25, 2022 2:34 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

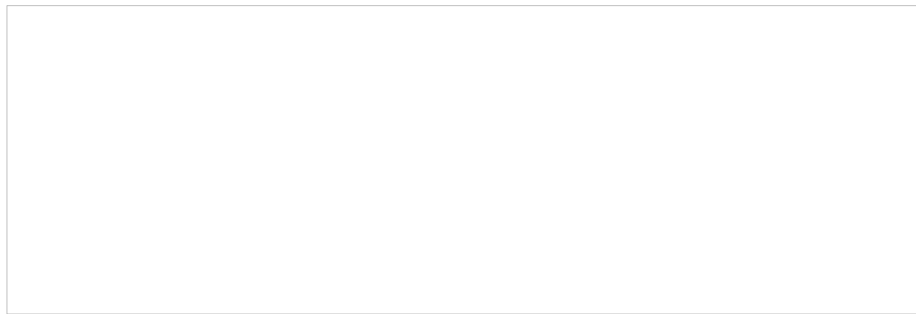
So sorry about that! I will work on that and get back to you very soon.



Emily Winston
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 2:28 PM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

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Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax


FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Monday, April 25, 2022 2:26 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Lauren,

Could you please try the links in these files? They should work, but if not, please let me know and I will send them another way.

Best regards,

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Sent: Monday, April 25, 2022 2:20 PM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
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Hi Emily,

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Thank you!
Lauren

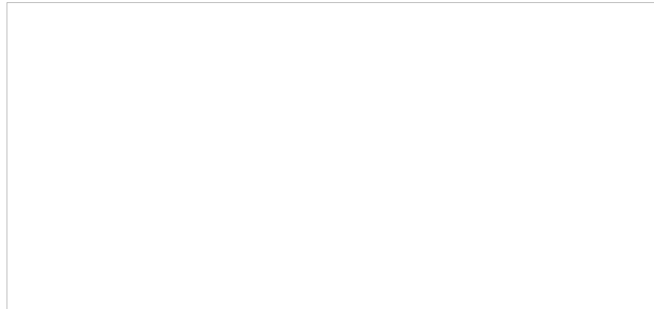
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Good afternoon,

Thank you again for taking the time to speak with us this morning. Please see attached for appeal templates for Grades K, 1, and 4 from Big Ideas Learning, LLC. In response to the state's "Not Recommended List" pictured below, the attached templates show our proposed solution for the removal of the included special topic (SEL).



Please let us know if you have any questions or if there is anything else we can provide you with at this time. Again, thank you for providing us with this opportunity and we look forward to a continued partnership with the FL DOE.

Best regards,

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Subject: RE: Big Ideas - initial appeal call

Good morning,

Thank you for speaking with us this morning! I have attached the appeal template as well as the reviews for 298, 299, and 302 for your convenience.

Please reach out if you have any questions or concerns along the way,
Lauren

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Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Ms. Baumbach,

Thank you for scheduling the meeting. Joining on Monday will be myself and Bob Onsi. To help facilitate the conversation, we thought we would share the attached document. We look forward to speaking with you as well.

Best regards,

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Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: Big Ideas - initial appeal call

Hi Emily,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Monday, April 25th, at 10:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time Big Ideas has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Monday.

Big Ideas - appeal
Mon, Apr 25, 2022 10:00 AM - 10:30 AM (EDT)

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United States (Toll Free): [1 866 899 4679](tel:18668994679)
United States: [+1 \(571\) 317-3116](tel:+15713173116)

Access Code: 552-391-413

Join from a video-conferencing room or system.
Dial in or type: 67.217.95.2 or inroomlink.goto.com
Meeting ID: 552 391 413
Or dial directly: [552391413@67.217.95.2](tel:552391413@67.217.95.2) or 67.217.95.2##552391413

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Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
DOE email signature


From: Emily Winston <emily.winston@larsontexts.com>
Sent: Friday, April 22, 2022 12:32 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: Big Ideas Learning - FL 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,

On behalf of Big Ideas Learning, LLC, we first would like to thank the staff of the FL DOE for creating this multi-step adoption process and allowing us to work with your team. We sincerely appreciate your diligence, time, and dedication to this matter, and we look forward to partnering with you.

Big Ideas Learning, LLC would like to appeal the decision of the FL DOE to not list our Florida's B.E.S.T Standards for Math K-5 (Bid IDs 298-303) and Algebra 2 with CalcChat® and CalcView® (Bid ID 311) titles on the state's approved Instructional Materials Adoption List.

At this time, we do not want to pursue a DOAH hearing and would like to work directly with DOE staff to remediate our issue. We are requesting a meeting as soon as possible regarding the materials mentioned above. If it would be helpful to DOE staff, we are happy to meet after non-traditional work hours during the week or over the weekend.

Please let us know what date and time would work best for DOE staff and we will be glad to set up the meeting.

Best regards,

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Friday, April 29, 2022 4:44 PM EDT
To: Emily Winston; Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia
CC: Bob Onsi; Richmond, James
Subject: RE: Big Ideas - initial appeal call
Attachment(s):
"image001.png", "image002.png", "image003.png", "image004.png", "image005.png", "image006.png", "image007.png", "image008.png", "image009.png", "image011.png", "image012.png", "image013.jpg"
Good afternoon Emily,

We are pleased to announce that big idea's algebra 2 course is now on the adopted list!

The documents should be live on our website shortly.

Have a great weekend,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
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Tallahassee, FL 32399-0400
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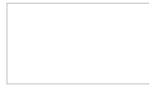
FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Wednesday, April 27, 2022 8:00 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Bob Onsi <bonsi@larsontexts.com>; Richmond, James <James.Richmond@fldoe.org>
Subject: RE: Big Ideas - initial appeal call

Good morning,

Thank you for the wonderful news! We sincerely appreciate the time that went into reviewing our response and the quick turnaround from the FL DOE. We look forward to hearing next steps on Algebra 2.

Best regards,



Emily Winston
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Wednesday, April 27, 2022 7:48 AM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Bob Onsi <bonsi@larsontexts.com>; Richmond, James <James.Richmond@fldoe.org>
Subject: RE: Big Ideas - initial appeal call

Good morning all,

We are excited to announce the Big Idea's K-5 Series is now adopted and live on our website on the recommended list! [Instructional Materials \(fldoe.org\)](https://www.fldoe.org/instructional-materials)

Thank you for your hard work and diligence in getting this complete. We are still currently reviewing Algebra 2 and will reach out with next steps soon.

Please let me know if you have any questions,
Lauren

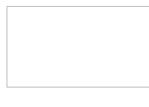
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850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Tuesday, April 26, 2022 8:04 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Great! Apologies again for the issues with the previous links! I updated the link in the attached templates with the link that worked for you below. Please let me know if you have any questions.

Best regards,



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 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Tuesday, April 26, 2022 7:58 AM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

This worked!

Thank you for sending this in. We will take a look and reach out regarding next steps.

Thanks,
Lauren

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Bureau of Standards and Instructional Support
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FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Monday, April 25, 2022 5:05 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Lauren,

Are you able to access the files via this link?

 [Florida Big Ideas Math - Front matter](#)

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
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From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 4:15 PM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Emily,

I'm sorry, now the link wont load at all. Please let me know if there is anything I can do to assist.J

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





FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Monday, April 25, 2022 2:45 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Lauren,

Apologies again! Please see attached and let me know if you are still having trouble with the links.

Best regards,

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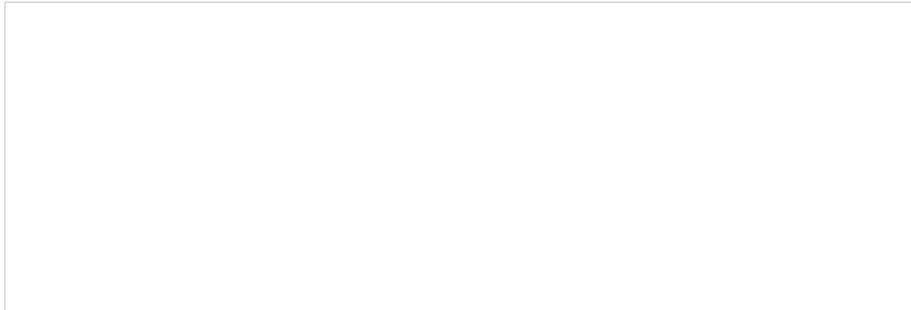
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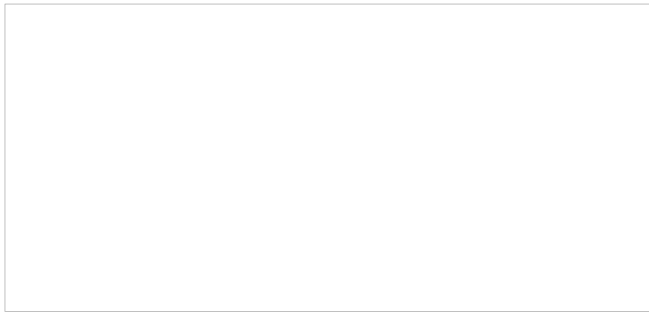
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List" pictured below, the attached templates show our proposed solution for the removal of the included special topic (SEL).



Please let us know if you have any questions or if there is anything else we can provide you with at this time. Again, thank you for providing us with this opportunity and we look forward to a continued partnership with the FL DOE.

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Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

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Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: Big Ideas - initial appeal call

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Big Ideas - appeal
Mon, Apr 25, 2022 10:00 AM - 10:30 AM (EDT)

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<https://meet.goto.com/552391413>

You can also dial in using your phone.
United States (Toll Free): [1 866 899 4679](tel:18668994679)

United States: [+1 \(571\) 317-3116](tel:+15713173116)

Access Code: 552-391-413

Join from a video-conferencing room or system.

Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 552 391 413

Or dial directly: [552391413@67.217.95.2](tel:552391413@67.217.95.2) or 67.217.95.2##552391413

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Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
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DOE email signature

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Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@arsontexts.com>

Subject: Big Ideas Learning - FL 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,

On behalf of Big Ideas Learning, LLC, we first would like to thank the staff of the FL DOE for creating this multi-step adoption process and allowing us to work with your team. We sincerely appreciate your diligence, time, and dedication to this matter, and we look forward to partnering with you.

Big Ideas Learning, LLC would like to appeal the decision of the FL DOE to not list our Florida's B.E.S.T Standards for Math K-5 (Bid IDs 298-303) and Algebra 2 with CalcChat® and CalcView® (Bid ID 311) titles on the state's approved Instructional Materials Adoption List.

At this time, we do not want to pursue a DOAH hearing and would like to work directly with DOE staff to remediate our issue. We are requesting a meeting as soon as possible regarding the materials mentioned above. If it would be helpful to DOE staff, we are happy to meet after non-traditional work hours during the week or over the weekend.

Please let us know what date and time would work best for DOE staff and we will be glad to set up the meeting.

Best regards,

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com


From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Tuesday, April 26, 2022 9:46 AM EDT
To: Duncan, Patricia
CC: Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia; Starling, Courtney
Subject: RE: Big Ideas - initial appeal call
Attachment(s):
"image001.png", "image002.png", "image003.png", "image004.png", "image005.png", "image006.png", "image007.png", "image008.png", "image009.png", "image010.png", "image011.png"
Hi PJ,

Please complete the word document from Friday. The excel spreadsheet is from Big Ideas and can be used to check the standards correlations on the word doc.

Let me know if you have any other questions,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Duncan, Patricia <Patricia.Duncan@fldoe.org>
Sent: Tuesday, April 26, 2022 9:42 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Starling, Courtney <Courtney.Starling@fldoe.org>
Subject: RE: Big Ideas - initial appeal call

Hi Lauren,

Do we need to complete the word document from Friday? The excel document from today? Or both? Thanks much!

PJ Duncan
Director, Office of STEAM
Bureau of Standards and Instructional Support
Florida Department of Education
850-245-0808
DOE Logo

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Tuesday, April 26, 2022 8:59 AM
To: Duncan, Patricia <Patricia.Duncan@fldoe.org>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: Big Ideas - initial appeal call

It is! J We went ahead and had them fill out the standards correlations as well.

Thanks for checking,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Duncan, Patricia <Patricia.Duncan@fldoe.org>
Sent: Tuesday, April 26, 2022 8:58 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: Big Ideas - initial appeal call

Thank you Lauren.

Just checking, is this the same course that Amber sent to us on Friday afternoon. It appears to be, but I didn't want to make any assumptions.

Best,

PJ Duncan
Director, Office of STEAM
Bureau of Standards and Instructional Support
Florida Department of Education
850-245-0808
DOE Logo

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Tuesday, April 26, 2022 8:12 AM
To: Duncan, Patricia <Patricia.Duncan@fldoe.org>

Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: FW: Big Ideas - initial appeal call

Good morning PJ,

Please see the attached correlations for the Algebra 2 course for Big Idea's. Please have your team review the links and return back. All links should be working, but please let me know if you have any trouble accessing.

Thank you for helping with this and the quick turnaround!

Let me know if you have any questions along the way,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Monday, April 25, 2022 3:21 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call


Good afternoon,

Thank you again for taking the time to speak with us this morning. Please see attached for the appeal template for Algebra 2 with CalcChat® and CalcView® from Big Ideas Learning, LLC. In response to the state's "Not Recommended List" pictured below, the attached template shows citations in response to the standards scored with below a 3.



Please let us know if you have any questions or if there is anything else we can provide you with at this time. Again, thank you for providing us with this opportunity and we look forward to a continued partnership with the FL DOE.

Best regards,

 **Emily Winston**
Senior State Adoptions Specialist
☐ (877) 552-7766
☐ emily.winston@bigideaslearning.com
☐ www.bigideaslearning.com
☐ ☐ ☐

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 10:35 AM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Good morning,

Thank you for speaking with us this morning! I have attached the appeal template as well as the reviews for 298, 299, and 302 for your convenience.

Please reach out if you have any questions or concerns along the way,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

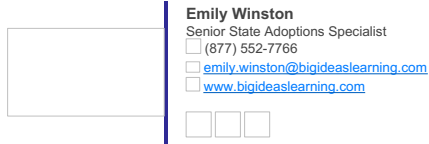
From: Emily Winston <emily.winston@larsontexts.com>
Sent: Friday, April 22, 2022 6:24 PM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Ms. Baumbach,

Thank you for scheduling the meeting. Joining on Monday will be myself and Bob Onsi. To help facilitate the conversation, we thought we would share the attached document. We look forward

to speaking with you as well.

Best regards,



From: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Sent: Friday, April 22, 2022 1:17 PM
To: Emily Winston <emily.winston@larsontexts.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelina.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: Big Ideas - initial appeal call

Hi Emily,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Monday, April 25th, at 10:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time Big Ideas has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Monday.

Big Ideas - appeal
Mon, Apr 25, 2022 10:00 AM - 10:30 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.
<https://meet.goto.com/552391413>

You can also dial in using your phone.
United States (Toll Free): [1 866 899 4679](tel:18668994679)
United States: [+1 \(571\) 317-3116](tel:+15713173116)

Access Code: 552-391-413

Join from a video-conferencing room or system.
Dial in or type: 67.217.95.2 or inroomlink.goto.com
Meeting ID: 552 391 413
Or dial directly: [552391413@67.217.95.2](tel:552391413@67.217.95.2) or 67.217.95.2##552391413

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
DOE email signature



From: Emily Winston <emily.winston@larsontexts.com>
Sent: Friday, April 22, 2022 12:32 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: Big Ideas Learning - FL 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,

On behalf of Big Ideas Learning, LLC, we first would like to thank the staff of the FL DOE for creating this multi-step adoption process and allowing us to work with your team. We sincerely appreciate your diligence, time, and dedication to this matter, and we look forward to partnering with you.

Big Ideas Learning, LLC would like to appeal the decision of the FL DOE to not list our Florida's B.E.S.T Standards for Math K-5 (Bid IDs 298-303) and Algebra 2 with CalcChat® and CalcView® (Bid ID 311) titles on the state's approved Instructional Materials Adoption List.

At this time, we do not want to pursue a DOAH hearing and would like to work directly with DOE staff to remediate our issue. We are requesting a meeting as soon as possible regarding the materials mentioned above. If it would be helpful to DOE staff, we are happy to meet after non-traditional work hours during the week or over the weekend.

Please let us know what date and time would work best for DOE staff and we will be glad to set up the meeting.

Best regards,



From: Emily Winston <emily.winston@larsontexts.com>

Sent: Friday, April 29, 2022 4:49 PM EDT

To: Hamilton, Lauren; Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia

CC: Bob Onsi; Richmond, James

Subject: RE: Big Ideas - initial appeal call

Attachment(s):

"image002.png","image003.png","image004.png","image005.png","image006.png","image007.png","image008.png","image010.png","image014.png","image015.jpg","image016.png","image017.png"

Thank you, Lauren and to everyone at the FL DOE! This is fantastic news!

Have a great weekend!

Best regards,

Emily Winston

Senior State Adoptions Specialist

☐ (877) 552-7766

☐ emily.winston@bigideaslearning.com

☐ www.bigideaslearning.com



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Friday, April 29, 2022 4:45 PM

To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Bob Onsi <bonsi@larsontexts.com>; Richmond, James <James.Richmond@fldoe.org>

Subject: RE: Big Ideas - initial appeal call

Good afternoon Emily,

We are pleased to announce that big idea's algebra 2 course is now on the adopted list!

The documents should be live on our website shortly.

Have a great weekend,

Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>

Sent: Wednesday, April 27, 2022 8:00 AM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Bob Onsi <bonsi@larsontexts.com>; Richmond, James <James.Richmond@fldoe.org>

Subject: RE: Big Ideas - initial appeal call

Good morning,

Thank you for the wonderful news! We sincerely appreciate the time that went into reviewing our response and the quick turnaround from the FL DOE. We look forward to hearing next steps on Algebra 2.

Best regards,

Emily Winston

Senior State Adoptions Specialist

(877) 552-7766

emily.winston@bigideaslearning.com

www.bigideaslearning.com



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Wednesday, April 27, 2022 7:48 AM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Bob Onsi <bonsi@larsontexts.com>; Richmond, James <James.Richmond@fldoe.org>
Subject: RE: Big Ideas - initial appeal call

Good morning all,

We are excited to announce the Big Idea's K-5 Series is now adopted and live on our website on the recommended list! [Instructional Materials \(fldoe.org\)](http://Instructional.Materials.fldoe.org)

Thank you for your hard work and diligence in getting this complete. We are still currently reviewing Algebra 2 and will reach out with next steps soon.

Please let me know if you have any questions,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Tuesday, April 26, 2022 8:04 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Great! Apologies again for the issues with the previous links! I updated the link in the attached templates with the link that worked for you below. Please let me know if you have any questions.

Best regards,

Emily Winston

Senior State Adoptions Specialist

(877) 552-7766

emily.winston@bigideaslearning.com

www.bigideaslearning.com



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Tuesday, April 26, 2022 7:58 AM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

This worked!

Thank you for sending this in. We will take a look and reach out regarding next steps.

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Monday, April 25, 2022 5:05 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Lauren,

Are you able to access the files via this link?

[Florida Big Ideas Math - Front matter](#)

Emily Winston
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 4:15 PM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Emily,

I'm sorry, now the link wont load at all. Please let me know if there is anything I can do to assist.J

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)


From: Emily Winston <emily.winston@larsontexts.com>
Sent: Monday, April 25, 2022 2:45 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Lauren,

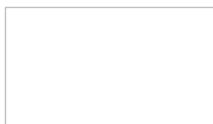
Apologies again! Please see attached and let me know if you are still having trouble with the links.

Best regards,

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

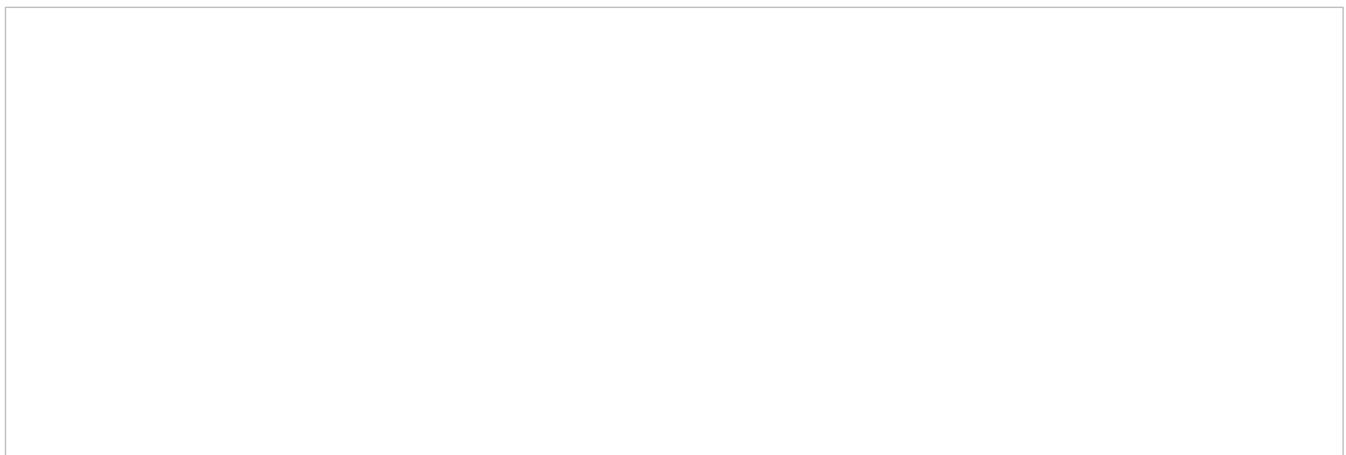
From: Emily Winston
Sent: Monday, April 25, 2022 2:34 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

So sorry about that! I will work on that and get back to you very soon.

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 2:28 PM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Im not sure whats going on...This is the screen I receive when trying to access.



Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax


FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Monday, April 25, 2022 2:26 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Lauren,

Could you please try the links in these files? They should work, but if not, please let me know and I will send them another way.

Best regards,

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 2:20 PM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Emily,

Thank you for sending this in so quickly. It looks like we may have to be added to the sharepoint for access to the materials. Will you please add our team or send a different form of access?

Thank you!
Lauren

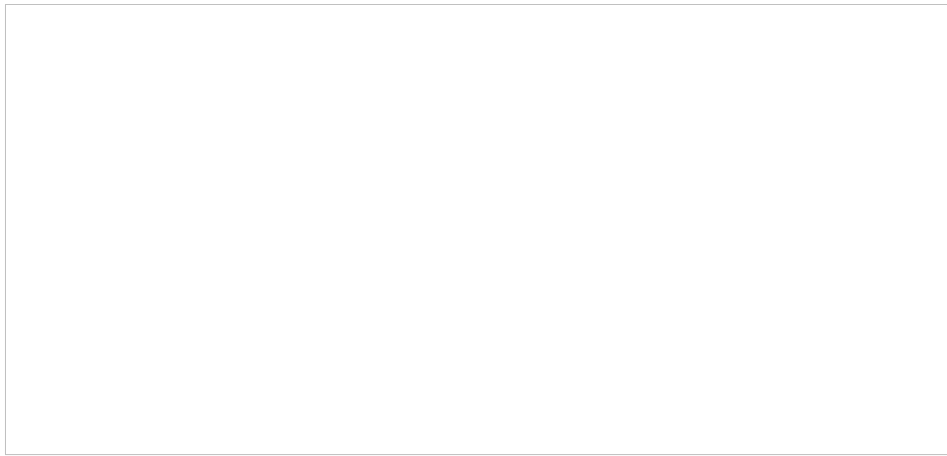
Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
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Tallahassee, FL 32399-0400
850-245-0882 Office
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Sent: Monday, April 25, 2022 2:15 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Good afternoon,

Thank you again for taking the time to speak with us this morning. Please see attached for appeal templates for Grades K, 1, and 4 from Big Ideas Learning, LLC. In response to the state's "Not Recommended List" pictured below, the attached templates show our proposed solution for the removal of the included special topic (SEL).



Please let us know if you have any questions or if there is anything else we can provide you with at this time. Again, thank you for providing us with this opportunity and we look forward to a continued partnership with the FL DOE.

Best regards,

Emily Winston
 Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 10:35 AM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Good morning,

Thank you for speaking with us this morning! I have attached the appeal template as well as the reviews for 298, 299, and 302 for your convenience.

Please reach out if you have any questions or concerns along the way, Lauren

Lauren Hamilton
 Instructional Materials Specialist
 Bureau of Standards and Instructional Support
 Florida Department of Education
 325 West Gaines Street, Suite 424
 Tallahassee, FL 32399-0400
 850-245-0882 Office
 850-245-0826 Fax

FDOE_Public Schools Signature (005)


From: Emily Winston <emily.winston@larsontexts.com>
Sent: Friday, April 22, 2022 6:24 PM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Ms. Baumbach,


Thank you for scheduling the meeting. Joining on Monday will be myself and Bob Onsi. To help facilitate the conversation, we thought we would share the attached document. We look forward to speaking with you as well.



Best regards,



Emily Winston
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com



From: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Sent: Friday, April 22, 2022 1:17 PM
To: Emily Winston <emily.winston@larsontexts.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: Big Ideas - initial appeal call

Hi Emily,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Monday, April 25th, at 10:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time Big Ideas has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Monday.

Big Ideas - appeal
Mon, Apr 25, 2022 10:00 AM - 10:30 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.
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United States: [+1 \(571\) 317-3116](tel:+15713173116)

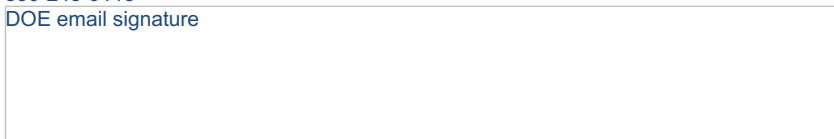
Access Code: 552-391-413

Join from a video-conferencing room or system.
Dial in or type: 67.217.95.2 or inroomlink.goto.com
Meeting ID: 552 391 413
Or dial directly: [552391413@67.217.95.2](tel:552391413@67.217.95.2) or 67.217.95.2##552391413

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
DOE email signature



From: Emily Winston <emily.winston@larsontexts.com>
Sent: Friday, April 22, 2022 12:32 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: Big Ideas Learning - FL 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,

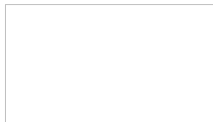
On behalf of Big Ideas Learning, LLC, we first would like to thank the staff of the FL DOE for creating this multi-step adoption process and allowing us to work with your team. We sincerely appreciate your diligence, time, and dedication to this matter, and we look forward to partnering with you.

Big Ideas Learning, LLC would like to appeal the decision of the FL DOE to not list our Florida's B.E.S.T Standards for Math K-5 (Bid IDs 298-303) and Algebra 2 with CalcChat® and CalcView® (Bid ID 311) titles on the state's approved Instructional Materials Adoption List.

At this time, we do not want to pursue a DOAH hearing and would like to work directly with DOE staff to remediate our issue. We are requesting a meeting as soon as possible regarding the materials mentioned above. If it would be helpful to DOE staff, we are happy to meet after non-traditional work hours during the week or over the weekend.

Please let us know what date and time would work best for DOE staff and we will be glad to set up the meeting.

Best regards,

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Emily Winston <emily.winston@larsontexts.com>

Sent: Monday, April 25, 2022 5:04 PM EDT

To: Hamilton, Lauren; Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia

CC: Jim.Richmond@fldoe.org <Jim.Richmond@fldoe.org>; Bob Onsi

Subject: RE: Big Ideas - initial appeal call

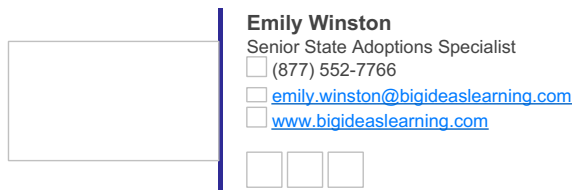
Attachment(s):

"image001.png","image002.png","image003.png","image004.png","image005.png","image006.png","image007.png","image008.png","image009.jpg","image010.png","image011.png","image012.png"

Hi Lauren,

Are you able to access the files via this link?

 [Florida Big Ideas Math - Front matter](#)



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Monday, April 25, 2022 4:15 PM

To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: RE: Big Ideas - initial appeal call

Hi Emily,

I'm sorry, now the link wont load at all. Please let me know if there is anything I can do to assist.J

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)



From: Emily Winston <emily.winston@larsontexts.com>

Sent: Monday, April 25, 2022 2:45 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>

Subject: RE: Big Ideas - initial appeal call

Hi Lauren,

Apologies again! Please see attached and let me know if you are still having trouble with the links.

Best regards,

Emily Winston
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com



From: Emily Winston
Sent: Monday, April 25, 2022 2:34 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

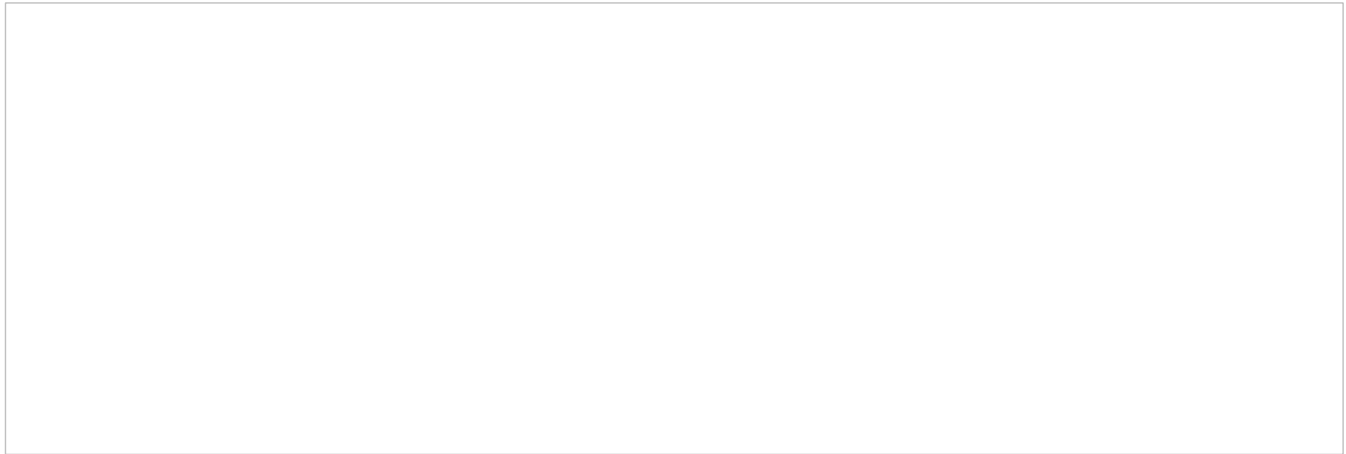
So sorry about that! I will work on that and get back to you very soon.

Emily Winston
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 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 2:28 PM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Im not sure whats going on...This is the screen I receive when trying to access.



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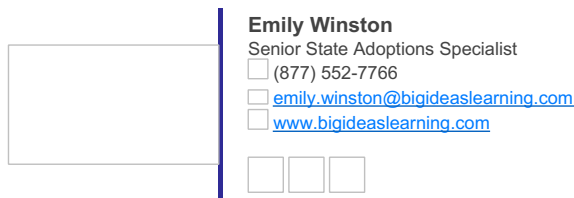
FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Monday, April 25, 2022 2:26 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Lauren,

Could you please try the links in these files? They should work, but if not, please let me know and I will send them another way.

Best regards,



From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 2:20 PM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Emily,

Thank you for sending this in so quickly. It looks like we may have to be added to the sharepoint for access to the materials. Will you please add our team or send a different form of access?

Thank you!
Lauren

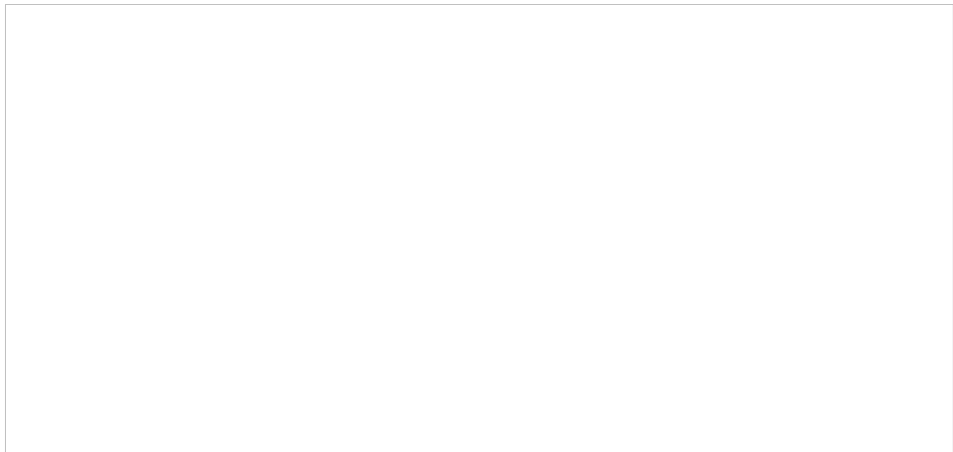
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Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call


Good afternoon,

Thank you again for taking the time to speak with us this morning. Please see attached for appeal templates for Grades K, 1, and 4 from Big Ideas Learning, LLC. In response to the state's "Not Recommended List" pictured below, the attached templates show our proposed solution for the removal of the included special topic (SEL).



Please let us know if you have any questions or if there is anything else we can provide you with at this time. Again, thank you for providing us with this opportunity and we look forward to a continued partnership with the FL DOE.

Best regards,

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From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
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Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Good morning,

Thank you for speaking with us this morning! I have attached the appeal template as well as the reviews for 298, 299, and 302 for your convenience.

Please reach out if you have any questions or concerns along the way, Lauren

Lauren Hamilton
 Instructional Materials Specialist
 Bureau of Standards and Instructional Support
 Florida Department of Education
 325 West Gaines Street, Suite 424
 Tallahassee, FL 32399-0400
 850-245-0882 Office
 850-245-0826 Fax

FDOE_Public Schools Signature (005)




From: Emily Winston <emily.winston@larsontexts.com>
Sent: Friday, April 22, 2022 6:24 PM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Ms. Baumbach,


Thank you for scheduling the meeting. Joining on Monday will be myself and Bob Onsi. To help facilitate the conversation, we thought we would share the attached document. We look forward to speaking with you as well.



Best regards,



Emily Winston
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com



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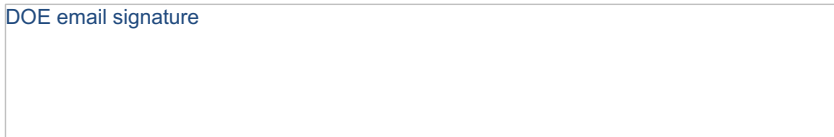
Access Code: 552-391-413

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Or dial directly: [552391413@67.217.95.2](tel:552391413@67.217.95.2) or 67.217.95.2##552391413

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Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
DOE email signature



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Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: Big Ideas Learning - FL 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,

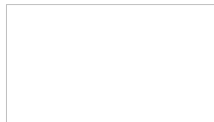
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Best regards,

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Duncan, Patricia <Patricia.Duncan@fldoe.org>
Sent: Tuesday, April 26, 2022 12:29 PM EDT
To: Hamilton; Lauren
CC: Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia; Starling, Courtney
Subject: RE: Big Ideas - initial appeal call
Attachment(s):
"image002.png", "image012.png", "image013.png", "image014.png", "image015.png", "image016.png", "image017.png", "image018.png", "image019.png", "image020.png", "image021.png"

Thanks!

PJ Duncan
Director, Office of STEAM
Bureau of Standards and Instructional Support
Florida Department of Education
850-245-0808
DOE Logo

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Tuesday, April 26, 2022 9:47 AM
To: Duncan, Patricia <Patricia.Duncan@fldoe.org>
CC: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Starling, Courtney <Courtney.Starling@fldoe.org>
Subject: RE: Big Ideas - initial appeal call

Hi PJ,

Please complete the word document from Friday. The excel spreadsheet is from Big Ideas and can be used to check the standards correlations on the word doc.

Let me know if you have any other questions,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Duncan, Patricia <Patricia.Duncan@fldoe.org>
Sent: Tuesday, April 26, 2022 9:42 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
CC: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Starling, Courtney <Courtney.Starling@fldoe.org>
Subject: RE: Big Ideas - initial appeal call

Hi Lauren,

Do we need to complete the word document from Friday? The excel document from today? Or both? Thanks much!

PJ Duncan
Director, Office of STEAM
Bureau of Standards and Instructional Support
Florida Department of Education
850-245-0808
DOE Logo

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Tuesday, April 26, 2022 8:59 AM
To: Duncan, Patricia <Patricia.Duncan@fldoe.org>
CC: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: Big Ideas - initial appeal call

It is! J We went ahead and had them fill out the standards correlations as well.

Thanks for checking,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Duncan, Patricia <Patricia.Duncan@fldoe.org>
Sent: Tuesday, April 26, 2022 8:58 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
CC: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: Big Ideas - initial appeal call

Thank you Lauren.

Just checking, is this the same course that Amber sent to us on Friday afternoon. It appears to be, but I didn't want to make any assumptions.

Best,

PJ Duncan
Director, Office of STEAM
Bureau of Standards and Instructional Support
Florida Department of Education
850-245-0808
DOE Logo

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Tuesday, April 26, 2022 8:12 AM
To: Duncan, Patricia <Patricia.Duncan@fldoe.org>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: FW: Big Ideas - initial appeal call

Good morning PJ,

Please see the attached correlations for the Algebra 2 course for Big Idea's. Please have your team review the links and return back. All links should be working, but please let me know if you have any trouble accessing.

Thank you for helping with this and the quick turnaround!

Let me know if you have any questions along the way,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>
Sent: Monday, April 25, 2022 3:21 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Good afternoon,

Thank you again for taking the time to speak with us this morning. Please see attached for the appeal template for Algebra 2 with CalcChat® and CalcView® from Big Ideas Learning, LLC. In response to the state's "Not Recommended List" pictured below, the attached template shows citations in response to the standards scored with below a 3.

Please let us know if you have any questions or if there is anything else we can provide you with at this time. Again, thank you for providing us with this opportunity and we look forward to a continued partnership with the FL DOE.

Best regards,

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 10:35 AM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

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Lauren

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Hi Ms. Baumbach,

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Best regards,

 **Emily Winston**
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Thank you,

Amber Baumbach
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To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: Big Ideas Learning - FL 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,

On behalf of Big Ideas Learning, LLC, we first would like to thank the staff of the FL DOE for creating this multi-step adoption process and allowing us to work with your team. We sincerely appreciate your diligence, time, and dedication to this matter, and we look forward to partnering with you.

Big Ideas Learning, LLC would like to appeal the decision of the FL DOE to not list our Florida's B.E.S.T Standards for Math K-5 (Bid IDs 298-303) and Algebra 2 with CalcChat® and CalcView® (Bid ID 311) titles on the state's approved Instructional Materials Adoption List.

At this time, we do not want to pursue a DOAH hearing and would like to work directly with DOE staff to remediate our issue. We are requesting a meeting as soon as possible regarding the materials mentioned above. If it would be helpful to DOE staff, we are happy to meet after non-traditional work hours during the week or over the weekend.

Please let us know what date and time would work best for DOE staff and we will be glad to set up the meeting.

Best regards,



Emily Winston
Senior State Adoptions Specialist
☐ (877) 552-7766
☐ emily.winston@bigideaslearning.com
☐ www.bigideaslearning.com



From: Duncan, Patricia <Patricia.Duncan@fldoe.org>
Sent: Tuesday, April 26, 2022 9:42 AM EDT
To: Hamilton; Lauren
CC: Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia; Starling, Courtney
Subject: RE: Big Ideas - initial appeal call
Attachment(s):
"image002.png", "image012.png", "image013.png", "image014.png", "image015.png", "image016.png", "image017.png", "image018.png", "image019.png", "image020.png", "image021.png"
Hi Lauren,

Do we need to complete the word document from Friday? The excel document from today? Or both? Thanks much!

PJ Duncan
Director, Office of STEAM
Bureau of Standards and Instructional Support
Florida Department of Education
850-245-0808
DOE Logo

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Tuesday, April 26, 2022 8:59 AM
To: Duncan, Patricia <Patricia.Duncan@fldoe.org>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: Big Ideas - initial appeal call

It is! J We went ahead and had them fill out the standards correlations as well.

Thanks for checking,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Duncan, Patricia <Patricia.Duncan@fldoe.org>
Sent: Tuesday, April 26, 2022 8:58 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: Big Ideas - initial appeal call

Thank you Lauren.

Just checking, is this the same course that Amber sent to us on Friday afternoon. It appears to be, but I didn't want to make any assumptions.

Best,

PJ Duncan
Director, Office of STEAM
Bureau of Standards and Instructional Support
Florida Department of Education
850-245-0808
DOE Logo

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Tuesday, April 26, 2022 8:12 AM
To: Duncan, Patricia <Patricia.Duncan@fldoe.org>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: FW: Big Ideas - initial appeal call

Good morning PJ,

Please see the attached correlations for the Algebra 2 course for Big Idea's. Please have your team review the links and return back. All links should be working, but please let me know if you have any trouble accessing.

Thank you for helping with this and the quick turnaround!

Let me know if you have any questions along the way,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

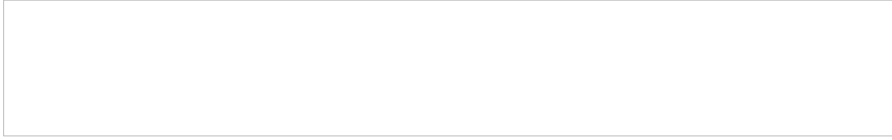
FDOE_Public Schools Signature (005)

From: Emily Winston <emily.winston@larsontexts.com>

Sent: Monday, April 25, 2022 3:21 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call


Good afternoon,

Thank you again for taking the time to speak with us this morning. Please see attached for the appeal template for Algebra 2 with CalcChat® and CalcView® from Big Ideas Learning, LLC. In response to the state's "Not Recommended List" pictured below, the attached template shows citations in response to the standards scored with below a 3.



Please let us know if you have any questions or if there is anything else we can provide you with at this time. Again, thank you for providing us with this opportunity and we look forward to a continued partnership with the FL DOE.

Best regards,

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Monday, April 25, 2022 10:35 AM
To: Emily Winston <emily.winston@larsontexts.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Good morning,

Thank you for speaking with us this morning! I have attached the appeal template as well as the reviews for 298, 299, and 302 for your convenience.

Please reach out if you have any questions or concerns along the way,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)



From: Emily Winston <emily.winston@larsontexts.com>
Sent: Friday, April 22, 2022 6:24 PM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: RE: Big Ideas - initial appeal call

Hi Ms. Baumbach,

Thank you for scheduling the meeting. Joining on Monday will be myself and Bob Onsi. To help facilitate the conversation, we thought we would share the attached document. We look forward to speaking with you as well.

Best regards,

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

From: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Sent: Friday, April 22, 2022 1:17 PM
To: Emily Winston <emily.winston@larsontexts.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: Big Ideas - initial appeal call

Hi Emily,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Monday, April 25th, at 10:00 AM

(EST). Please feel free to forward this meeting invite to all necessary parties. At this time Big Ideas has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Monday.

Big Ideas - appeal
Mon, Apr 25, 2022 10:00 AM - 10:30 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.
<https://meet.goto.com/552391413>

You can also dial in using your phone.
United States (Toll Free): [1 866 899 4679](tel:18668994679)
United States: [+1 \(571\) 317-3116](tel:+15713173116)

Access Code: 552-391-413

Join from a video-conferencing room or system.
Dial in or type: 67.217.95.2 or inroomlink.goto.com
Meeting ID: 552 391 413
Or dial directly: [552391413@67.217.95.2](tel:552391413@67.217.95.2) or 67.217.95.2##552391413

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

DOE email signature



From: Emily Winston <emily.winston@larsontexts.com>
Sent: Friday, April 22, 2022 12:32 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonsi@larsontexts.com>
Subject: Big Ideas Learning - FL 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,

On behalf of Big Ideas Learning, LLC, we first would like to thank the staff of the FL DOE for creating this multi-step adoption process and allowing us to work with your team. We sincerely appreciate your diligence, time, and dedication to this matter, and we look forward to partnering with you.

Big Ideas Learning, LLC would like to appeal the decision of the FL DOE to not list our Florida's B.E.S.T Standards for Math K-5 (Bid IDs 298-303) and Algebra 2 with CalcChat® and CalcView® (Bid ID 311) titles on the state's approved Instructional Materials Adoption List.

At this time, we do not want to pursue a DOAH hearing and would like to work directly with DOE staff to remediate our issue. We are requesting a meeting as soon as possible regarding the materials mentioned above. If it would be helpful to DOE staff, we are happy to meet after non-traditional work hours during the week or over the weekend.

Please let us know what date and time would work best for DOE staff and we will be glad to set up the meeting.

Best regards,

 **Emily Winston**
Senior State Adoptions Specialist
 (877) 552-7766
 emily.winston@bigideaslearning.com
 www.bigideaslearning.com

Sent: Friday, April 22, 2022 1:14 PM EDT

To: Emily Winston <emily.winston@larsontexts.com> <Emily Winston <emily.winston@larsontexts.com>>; Hamilton, Lauren; Seeds, Cathy; Rivers1, Angelia

CC: Jim.Richmond@fldoe.org <Jim.Richmond@fldoe.org>; Bob Onsi <bonisi@larsontexts.com> <Bob Onsi <bonisi@larsontexts.com>>

Subject: RE: Big Ideas Learning - FL 21-22 Instructional Materials Mathematics State Adopted List

Attachment(s):

"image008.png", "image009.png", "image010.png", "image011.png", "image012.png", "image013.png", "image014.png", "image015.png"

Hi Emily,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

DOE email signature

From: Emily Winston <emily.winston@larsontexts.com>

Sent: Friday, April 22, 2022 12:32 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>

Cc: Jim.Richmond@fldoe.org; Bob Onsi <bonisi@larsontexts.com>

Subject: Big Ideas Learning - FL 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,

On behalf of Big Ideas Learning, LLC, we first would like to thank the staff of the FL DOE for creating this multi-step adoption process and allowing us to work with your team. We sincerely appreciate your diligence, time, and dedication to this matter, and we look forward to partnering with you.

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Please let us know what date and time would work best for DOE staff and we will be glad to set up the meeting.

Best regards,

Emily Winston

Senior State Adoptions Specialist

(877) 552-7766

emily.winston@bigideaslearning.com

www.bigideaslearning.com



Sent: Wednesday, May 11, 2022 9:24 AM EDT
To: Evans; Carey A
CC: Seeds, Cathy; Rivers1, Angelia; Bev.Jones@cengage.com <Bev.Jones@cengage.com>
Subject: RE: Cengage Learning Inc. Meeting Request- Appeal Template and access link
Attachment(s): "image001.png", "image002.png"

Hi Carey,

We are very happy to report that Cengage's Precalculus bid has been reviewed, approved, and added to the state's adoption list!

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

DOE email signature

From: Evans, Carey A <carey.evans@cengage.com>
Sent: Friday, May 6, 2022 10:06 AM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Subject: RE: Cengage Learning Inc. Meeting Request- Appeal Template and access link

Thanks Amber!

From: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Sent: Friday, May 6, 2022 9:49 AM
To: Evans, Carey A <carey.evans@cengage.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jones, Beverly <Bev.Jones@cengage.com>
Subject: [EXTERNAL] RE: Cengage Learning Inc. Meeting Request- Appeal Template and access link

Thank you, Carey!

We are reviewing your changes and will get back to you shortly.

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

DOE email signature

From: Evans, Carey A <carey.evans@cengage.com>
Sent: Thursday, May 5, 2022 11:04 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Jones, Beverly <Bev.Jones@cengage.com>; Evans, Carey A <carey.evans@cengage.com>
Subject: FW: Cengage Learning Inc. Meeting Request- Appeal Template and access link

Apologize for additional email.

Just after I hit send, I was notified by my tech team that the other Precalculus text was removed from the link. Initially we had been trying to do this to create less confusion for you, but time in getting this back to you was becoming an issue so I sent as is. Just wanted to follow up because in email below I stated you will see other text.

Thanks again!

Carey

From: Evans, Carey A
Sent: Thursday, May 5, 2022 10:49 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Mackin, David <david.mackin@cengage.com>; Walts, Jeremy C <jeremy.walts@cengage.com>
Subject: Cengage Learning Inc. Meeting Request- Appeal Template and access link

Good morning Lauren and others!

To ensure you see the full digital experience, the student edition and teacher edition have been updated. On the template, the link takes you to the State Review site we submitted last July. Here you can click into the text *Precalculus with Limits: A Graphing Approach* to see the corrections. I listed the pathway below to save you some time searching. Because this is the State Review site, you will also see the other Precalculus text, which is on the Adopted List.

Attached is the Appeal Template as well as PDFs of the two pages I sent previously as we were waiting on digital platform update.

Open the link. [direct link](#)

Go to the first two titles "Precalculus with Limits: A Graphing Approach". The first is the Teacher's Edition, the second is the Student Edition.

Go to page 228 and page A31. The search for these pages are in bottom right corner.

On page 228, the problem is 'Example 5- Population Growth'. On page A31, the problem is '11. Sales'.

If you are asked for a UN/PW, use the following. username: adoption.review@florida.com password: Learning

Thanks for your time on this and let us know if there are questions or issues accessing the text!

Carey

Carey Evans

Sr. Regional Sales Manager – Southeast/Southwest

National Geographic Learning | Cengage

Cell# 864-415-0110

carey.evans@cengage.com

From: Evans, Carey A <carey.evans@cengage.com>
Sent: Tuesday, May 3, 2022 3:31 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Jones, Beverly <Bev.Jones@cengage.com>; Evans, Carey A <carey.evans@cengage.com>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: Cengage Learning Inc. Meeting Request

Good afternoon Lauren!

I want to update your team. Our tech engineers are currently collaborating with VitalSource so the student experience will show the new questions. We do not own the VitalSource platform, but the corrected files have been delivered to them for the update as the corrections will need to flow through and be activated by VitalSource. This is of the highest priority and the hope is to have the link tomorrow.

The corrections will be those seen in the google doc and PDFs I had sent previously.

Thanks!

Carey

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Thursday, April 28, 2022 10:48 AM
To: Jones, Beverly <Bev.Jones@cengage.com>; Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: [EXTERNAL] RE: Cengage Learning Inc. Meeting Request

Hi Beverly,

Thank you for sending this in! I do have access to the google drive, but I will also need links to the changes on your online platform as well. Can you please resend with those links as well?

Thank you!
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Jones, Beverly <Bev.Jones@cengage.com>
Sent: Thursday, April 28, 2022 10:12 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: Cengage Learning Inc. Meeting Request

Ms. Hamilton

Please see the attached updated Publisher Appeal spreadsheet.

Please let us know if the links in this spreadsheet work for you.

Thank you!

Have a great day!

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Thursday, April 28, 2022 7:57 AM
To: Evans, Carey A <carey.evans@cengage.com>; Jones, Beverly <Bev.Jones@cengage.com>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: [EXTERNAL] RE: Cengage Learning Inc. Meeting Request

Hi Carey,

We will need the links for our review, but please add the pdf's as well so we can take a look.

Thanks,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Evans, Carey A <carey.evans@cengage.com>
Sent: Wednesday, April 27, 2022 6:21 PM
To: Jones, Beverly <Bev.Jones@cengage.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: Cengage Learning Inc. Meeting Request

As a follow-up, is a link required or can we send PDFs? We are working on issue. The link works on our end but could be a permission setting.
Apologize for error!

Carey

From: Jones, Beverly <Bev.Jones@cengage.com>
Sent: Wednesday, April 27, 2022 4:10 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: Cengage Learning Inc. Meeting Request

I'm checking for you and will get back to you as soon as I find out.

Thank you for your patience.

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Wednesday, April 27, 2022 4:01 PM
To: Jones, Beverly <Bev.Jones@cengage.com>
Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: [EXTERNAL] RE: Cengage Learning Inc. Meeting Request

Hi Beverly,

It looks like the link to the google drive won't open up on our end. Is there another way to access?

Thanks!
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Jones, Beverly <Bev.Jones@cengage.com>
Sent: Wednesday, April 27, 2022 3:58 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: Cengage Learning Inc. Meeting Request

Ms. Hamilton

Attached is our completed Publisher Appeal Spreadsheet.

Please let us know if you need anything else.

Thank you so much for this opportunity.

Have a great rest of your day!

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Wednesday, April 27, 2022 10:22 AM
To: Jones, Beverly <Bev.Jones@cengage.com>
Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: [EXTERNAL] RE: Cengage Learning Inc. Meeting Request

Thank you for getting together this morning to speak with us. Please see the attached spreadsheet.

Please let me know if you have any questions along the way,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Jones, Beverly <Bev.Jones@cengage.com>
Sent: Tuesday, April 26, 2022 9:59 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: Cengage Learning Inc. Meeting Request

Thank you so much, Lauren for setting up this call.

Have a great rest of your day!

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Tuesday, April 26, 2022 9:36 AM
To: Jones, Beverly <Bev.Jones@cengage.com>
Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: [EXTERNAL] RE: Cengage Learning Inc. Meeting Request

Hi Beverly,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Wednesday, April 27th, at 10:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time Cengage has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

Cengage Learning-Appeal
Wed, Apr 27, 2022 10:00 AM - 10:30 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.

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Join from a video-conferencing room or system.

Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 186 891 597

Or dial directly: [186891597@67.217.95.2](tel:186891597@67.217.95.2) or 67.217.95.2##186891597

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office

850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>
Sent: Wednesday, May 11, 2022 9:25 AM EDT
To: Evans; Carey A
CC: Seeds, Cathy; Rivers1, Angelia; Bev.Jones@cengage.com <Bev.Jones@cengage.com>
Subject: RE: Cengage Learning Inc. Meeting Request- Appeal Template and access link
Attachment(s): "image001.png", "image002.png"

Hi Carey,

We are very happy to report that Cengage's Pre-calculus Honors bid has been reviewed, approved, and added to the state's adoption list!

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
DOE email signature

From: Evans, Carey A <carey.evans@cengage.com>
Sent: Friday, May 6, 2022 10:06 AM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Subject: RE: Cengage Learning Inc. Meeting Request- Appeal Template and access link

Thanks Amber!

From: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Sent: Friday, May 6, 2022 9:49 AM
To: Evans, Carey A <carey.evans@cengage.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jones, Beverly <Bev.Jones@cengage.com>
Subject: [EXTERNAL] RE: Cengage Learning Inc. Meeting Request- Appeal Template and access link

Thank you, Carey!

We are reviewing your changes and will get back to you shortly.

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
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Just wanted to follow up because in email below I stated you will see other text.

Thanks again!

Carey

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Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Mackin, David <david.mackin@cengage.com>; Walts, Jeremy C <jeremy.walts@cengage.com>

Subject: Cengage Learning Inc. Meeting Request- Appeal Template and access link

Good morning Lauren and others!

To ensure you see the full digital experience, the student edition and teacher edition have been updated. On the template, the link takes you to the State Review site we submitted last July. Here you can click into the text *Precalculus with Limits: A Graphing Approach* to see the corrections. I listed the pathway below to save you some time searching. Because this is the State Review site, you will also see the other Precalculus text, which is on the Adopted List.

Attached is the Appeal Template as well as PDFs of the two pages I sent previously as we were waiting on digital platform update.

Open the link. [direct link](#)

Go to the first two titles "Precalculus with Limits: A Graphing Approach". The first is the Teacher's Edition, the second is the Student Edition.

Go to page 228 and page A31. The search for these pages are in bottom right corner.

On page 228, the problem is 'Example 5- Population Growth'. On page A31, the problem is '11. Sales'.

If you are asked for a UN/PW, use the following. username: adoption.review@florida.com password: Learning

Thanks for your time on this and let us know if there are questions or issues accessing the text!

Carey

Carey Evans

Sr. Regional Sales Manager – Southeast/Southwest

National Geographic Learning | Cengage

Cell# 864-415-0110

carey.evans@cengage.com

From: Evans, Carey A <carey.evans@cengage.com>

Sent: Tuesday, May 3, 2022 3:31 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Jones, Beverly <Bev.Jones@cengage.com>; Evans, Carey A <carey.evans@cengage.com>

Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: RE: Cengage Learning Inc. Meeting Request

Good afternoon Lauren!

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Thanks!

Carey

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Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

Subject: [EXTERNAL] RE: Cengage Learning Inc. Meeting Request

Hi Beverly,

Thank you for sending this in! I do have access to the google drive, but I will also need links to the changes on your online platform as well. Can you please resend with those links as well?

Thank you!
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
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850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Jones, Beverly <Bev.Jones@cengage.com>
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To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: Cengage Learning Inc. Meeting Request

Ms. Hamilton

Please see the attached updated Publisher Appeal spreadsheet.

Please let us know if the links in this spreadsheet work for you.

Thank you!

Have a great day!

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Thursday, April 28, 2022 7:57 AM
To: Evans, Carey A <carey.evans@cengage.com>; Jones, Beverly <Bev.Jones@cengage.com>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
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Apologize for error!

Carey

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Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: Cengage Learning Inc. Meeting Request

I'm checking for you and will get back to you as soon as I find out.

Thank you for your patience.

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Wednesday, April 27, 2022 4:01 PM
To: Jones, Beverly <Bev.Jones@cengage.com>
Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
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Subject: RE: Cengage Learning Inc. Meeting Request

Ms. Hamilton

Attached is our completed Publisher Appeal Spreadsheet.

Please let us know if you need anything else.

Thank you so much for this opportunity.

Have a great rest of your day!

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Wednesday, April 27, 2022 10:22 AM
To: Jones, Beverly <Bev.Jones@cengage.com>
Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: [EXTERNAL] RE: Cengage Learning Inc. Meeting Request

Hello everyone,

Thank you for getting together this morning to speak with us. Please see the attached spreadsheet.

Please let me know if you have any questions along the way,
Lauren

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Bureau of Standards and Instructional Support
Florida Department of Education
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FDOE_Public Schools Signature (005)

From: Jones, Beverly <Bev.Jones@cengage.com>
Sent: Tuesday, April 26, 2022 9:59 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: Cengage Learning Inc. Meeting Request

Thank you so much, Lauren for setting up this call.

Have a great rest of your day!

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Tuesday, April 26, 2022 9:36 AM
To: Jones, Beverly <Bev.Jones@cengage.com>
Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: [EXTERNAL] RE: Cengage Learning Inc. Meeting Request

Hi Beverly,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Wednesday, April 27th, at 10:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time Cengage has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

Cengage Learning-Appeal
Wed, Apr 27, 2022 10:00 AM - 10:30 AM (EDT)

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850-245-0882 Office
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FDOE_Public Schools Signature (005)

From: Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>
Sent: Friday, May 06, 2022 9:49 AM EDT
To: Evans, Carey A; Hamilton, Lauren; Seeds, Cathy; Rivers1, Angelia
CC: Jones; Beverly
Subject: RE: Cengage Learning Inc. Meeting Request- Appeal Template and access link
Attachment(s): "image002.png", "image003.png"

Thank you, Carey!

We are reviewing your changes and will get back to you shortly.

Thank you,

Amber Baumbach
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Sent: Wednesday, April 27, 2022 4:01 PM
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Have a great rest of your day!

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Tuesday, April 26, 2022 9:36 AM
To: Jones, Beverly <Bev.Jones@cengage.com>
Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: [EXTERNAL] RE: Cengage Learning Inc. Meeting Request

Hi Beverly,

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Cengage Learning-Appeal
Wed, Apr 27, 2022 10:00 AM - 10:30 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.
<https://meet.goto.com/186891597>

You can also dial in using your phone.
United States (Toll Free): [1 866 899 4679](tel:18668994679)
United States: [+1 \(571\) 317-3116](tel:+15713173116)

Access Code: 186-891-597

Join from a video-conferencing room or system.
Dial in or type: 67.217.95.2 or inroomlink.goto.com
Meeting ID: 186 891 597
Or dial directly: [186891597@67.217.95.2](tel:186891597@67.217.95.2) or 67.217.95.2##186891597

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Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Evans, Carey A <carey.evans@cengage.com>
Sent: Wednesday, May 11, 2022 9:28 AM EDT
To: Baumbach; Amber
CC: Seeds, Cathy; Rivers1, Angelia; Jones, Beverly
Subject: RE: Cengage Learning Inc. Meeting Request- Appeal Template and access link
Attachment(s): "image001.png", "image002.png"

Thanks for notification and your time in the review process!

Carey

From: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Sent: Wednesday, May 11, 2022 9:26 AM
To: Evans, Carey A <carey.evans@cengage.com>
Cc: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Jones, Beverly <Bev.Jones@cengage.com>
Subject: [EXTERNAL] RE: Cengage Learning Inc. Meeting Request- Appeal Template and access link

Hi Carey,

We are very happy to report that Cengage's Pre-calculus Honors bid has been reviewed, approved, and added to the state's adoption list!

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
DOE email signature

From: Evans, Carey A <carey.evans@cengage.com>
Sent: Friday, May 6, 2022 10:06 AM
To: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Subject: RE: Cengage Learning Inc. Meeting Request- Appeal Template and access link

Thanks Amber!

From: Baumbach, Amber <Amber.Baumbach@fldoe.org>
Sent: Friday, May 6, 2022 9:49 AM
To: Evans, Carey A <carey.evans@cengage.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Cc: Jones, Beverly <Bev.Jones@cengage.com>
Subject: [EXTERNAL] RE: Cengage Learning Inc. Meeting Request- Appeal Template and access link

Thank you, Carey!

We are reviewing your changes and will get back to you shortly.

Thank you,

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115
DOE email signature

From: Evans, Carey A <carey.evans@cengage.com>
Sent: Thursday, May 5, 2022 11:04 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Jones, Beverly <Bev.Jones@cengage.com>; Evans, Carey A <carey.evans@cengage.com>
Subject: FW: Cengage Learning Inc. Meeting Request- Appeal Template and access link

Apologize for additional email.

Just after I hit send, I was notified by my tech team that the other Precalculus text was removed from the link. Initially we had been trying to do this to create less confusion for you, but time in getting this back to you was becoming an issue so I sent as is. Just wanted to follow up because in email below I stated you will see other text.

Thanks again!

Carey

From: Evans, Carey A
Sent: Thursday, May 5, 2022 10:49 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Mackin, David <david.mackin@cengage.com>; Walts, Jeremy C <jeremy.walts@cengage.com>
Subject: Cengage Learning Inc. Meeting Request- Appeal Template and access link

Good morning Lauren and others!

To ensure you see the full digital experience, the student edition and teacher edition have been updated. On the template, the link takes you to the State Review site we submitted last July. Here you can click into the text *Precalculus with Limits: A Graphing Approach* to see the corrections. I listed the pathway below to save you some time searching. Because this is the State Review site, you will also see the other Precalculus text, which is on the Adopted List. Attached is the Appeal Template as well as PDFs of the two pages I sent previously as we were waiting on digital platform update.

Open the link. [direct link](#)

Go to the first two titles "Precalculus with Limits: A Graphing Approach". The first is the Teacher's Edition, the second is the Student Edition.

Go to page 228 and page A31. The search for these pages are in bottom right corner.

On page 228, the problem is 'Example 5- Population Growth'. On page A31, the problem is '11. Sales'.

If you are asked for a UN/PW, use the following. username: adoption.review@florida.com password: Learning

Thanks for your time on this and let us know if there are questions or issues accessing the text!

Carey

Carey Evans
Sr. Regional Sales Manager – Southeast/Southwest
National Geographic Learning|Cengage
Cell# 864-415-0110
carey.evans@cengage.com

From: Evans, Carey A <carey.evans@cengage.com>
Sent: Tuesday, May 3, 2022 3:31 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Jones, Beverly <Bev.Jones@cengage.com>; Evans, Carey A <carey.evans@cengage.com>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: Cengage Learning Inc. Meeting Request

Good afternoon Lauren!

I want to update your team. Our tech engineers are currently collaborating with VitalSource so the student experience will show the new questions. We do not own the VitalSource platform, but the corrected files have been delivered to them for the update as the corrections will need to flow through and be activated by VitalSource. This is of the highest priority and the hope is to have the link tomorrow.

The corrections will be those seen in the google doc and PDFs I had sent previously.

Thanks!

Carey

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Thursday, April 28, 2022 10:48 AM

To: Jones, Beverly <Bev.Jones@cengage.com>; Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: [EXTERNAL] RE: Cengage Learning Inc. Meeting Request

Hi Beverly,

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Thank you!
Lauren

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Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Jones, Beverly <Bev.Jones@cengage.com>
Sent: Thursday, April 28, 2022 10:12 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: Cengage Learning Inc. Meeting Request

Ms. Hamilton

Please see the attached updated Publisher Appeal spreadsheet.

Please let us know if the links in this spreadsheet work for you.

Thank you!

Have a great day!

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Thursday, April 28, 2022 7:57 AM
To: Evans, Carey A <carey.evans@cengage.com>; Jones, Beverly <Bev.Jones@cengage.com>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
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Subject: RE: Cengage Learning Inc. Meeting Request

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Apologize for error!

Carey

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Sent: Wednesday, April 27, 2022 4:10 PM

To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

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Subject: RE: Cengage Learning Inc. Meeting Request

I'm checking for you and will get back to you as soon as I find out.

Thank you for your patience.

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Sent: Wednesday, April 27, 2022 4:01 PM

To: Jones, Beverly <Bev.Jones@cengage.com>

Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

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Sent: Wednesday, April 27, 2022 3:58 PM

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Subject: RE: Cengage Learning Inc. Meeting Request

Ms. Hamilton

Attached is our completed Publisher Appeal Spreadsheet.

Please let us know if you need anything else.

Thank you so much for this opportunity.

Have a great rest of your day!

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Hello everyone,

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Please let me know if you have any questions along the way,
Lauren

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Instructional Materials Specialist
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850-245-0882 Office

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FDOE_Public Schools Signature (005)

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Thursday, April 28, 2022 10:47 AM EDT
To: Jones, Beverly; Evans, Carey A; Lange, Marty
CC: Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia
Subject: RE: Cengage Learning Inc. Meeting Request
Attachment(s): "image001.png"

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Thank you!
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Attachment(s): "image001.png"

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Attachment(s): "image001.png"

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CC: Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia
Subject: RE: Cengage Learning Inc. Meeting Request
Attachment(s): "image001.png"

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Subject: RE: Cengage Learning Inc. Meeting Request
Attachment(s): "image001.png", "Copy of Publisher Appeal.Cengage.bid448_Precalculus with Limits AGA 8e c2020 SE corrections in 9781337904285.xlsx", "FL_prgape08_pgA31.pdf", "FL_prgape08_pg228.pdf"

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325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

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Sent: Wednesday, April 27, 2022 3:58 PM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
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	A	B	C	D	E	F	G
1	COURSE __Pre-Calculus Honors_						
2	BID _____448_____						
3	Standard Below 3 (if applicable)	Special Topic Concern	(If applicable)	Publisher Correction			Link to correct
4		Appendix B, B.1 exercises, Exercise #11 p. A31 is about the percentage of individuals living below the poverty line in 2016. Content not meaningful to students.		The new exercise will provide data on the number of units sold by sales reps that will require students to construct a frequency distribution and histogram for the data set.			https://drive.google.com/YWT_e0IKG4J0F
5		Chapter 3, Section 3.5 - Exponential and Logarithmic Models, Example 5 p.228 is about the spread of a “contagious flu virus” that a student spreads.		The new example will reference an animal species population to illustrate the concept of logistic growth models.			https://drive.google.com/Gf61puu2WKNK
6							
7							
8							

	H	I	J	K
1			Reviewer Evaluation Scale: 5- Very Good 4- Good 3- Fair 2- Poor 1- Very Poor/No Alignment	
2				
3	ion in materials			
4	/drive/folders/1eP_6bDjDKPvnAieAq9V			
5	/drive/folders/1Ph410e6YxUo5iFjdON4			
6				
7				
8		<small>FL_prgaap08_prg2_28.pdf</small>		

Logistic Growth Models

Some populations initially have rapid growth, followed by a declining rate of growth, as illustrated by the graph in Figure 3.29. One model for describing this type of growth pattern is the **logistic curve** given by the function

$$y = \frac{a}{1 + be^{-rx}}$$

where y is the population size and x is the time. An example is a bacteria culture that is initially allowed to grow under ideal conditions and then under less favorable conditions that inhibit growth. A logistic growth curve is also called a **sigmoidal curve**.

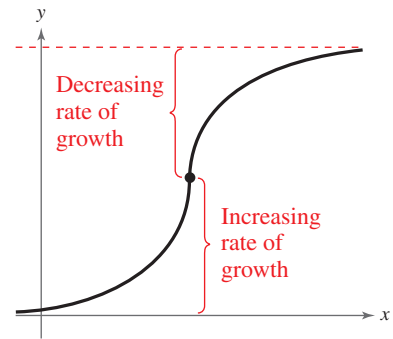


Figure 3.29 Logistic Curve

EXAMPLE 5 Population Growth

A conservation organization releases 25 Florida panthers into a game preserve. After 2 years, there are 39 panthers in the preserve. An equation that models the population of panthers in the preserve is given by

$$P = \frac{200}{1 + 7e^{-0.264t}}, \quad t \geq 0$$

where P is the total number of panthers in the preserve after t years.

- How many panthers are in the preserve after 5 years?
- When will the population reach 100?

Algebraic Solution

- After 5 years, the number of panthers in the preserve is

$$P = \frac{200}{1 + 7e^{-0.264(5)}} \approx 70.$$

- To determine when the population reaches 100, substitute 100 for P in the population model and then solve for t .

$$100 = \frac{200}{1 + 7e^{-0.264t}}$$

$$1 + 7e^{-0.264t} = 2$$

$$e^{-0.264t} = \frac{1}{7}$$

$$\ln e^{-0.264t} = \ln \frac{1}{7}$$

$$-0.264t = \ln \frac{1}{7}$$

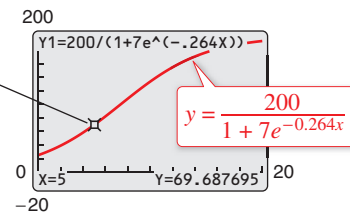
$$t = -\frac{1}{0.264} \ln \frac{1}{7}$$

$$t \approx 7.4$$

So, after about 7.4 years, the population of panthers in the preserve will reach 100.

Graphical Solution

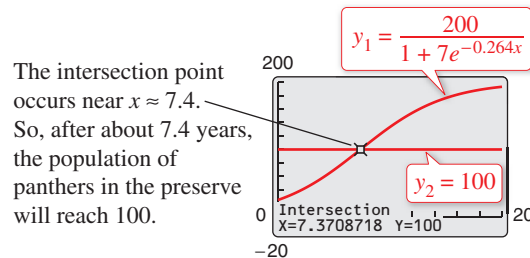
- Use the *value* feature to estimate that $y \approx 70$ when $x = 5$. So, after 5 years, the number of panthers in the preserve is about 70.



- Use a graphing utility to graph

$$y_1 = \frac{200}{1 + 7e^{-0.264x}} \quad \text{and} \quad y_2 = 100$$

in the same viewing window. Use the *intersect* feature of the graphing utility to find the point of intersection of the graphs, as shown in the figure.



The intersection point occurs near $x \approx 7.4$. So, after about 7.4 years, the population of panthers in the preserve will reach 100.

✓ Checkpoint

In Example 5, when will the population reach 135?

B.1 Exercises

See *CalcChat.com* for tutorial help and worked-out solutions to odd-numbered exercises. For instructions on how to use a graphing utility, see Appendix A.

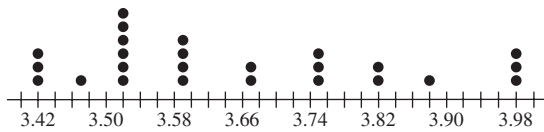
Vocabulary and Concept Check

In Exercises 1–6, fill in the blank.

- _____ are useful for ordering small sets of numbers by hand.
- A _____ uses a portion of a real number line as its horizontal axis, and the bars are not separated by spaces.
- You can use a _____ to construct a histogram.
- The bars in a _____ can be either vertical or horizontal.
- A _____ represents data graphically as points plotted in a rectangular coordinate system.
- _____ show trends over periods of time.

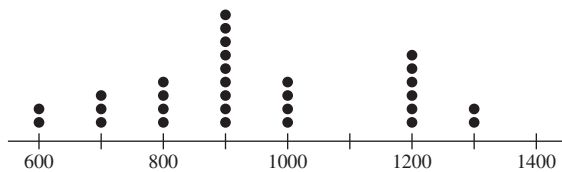
Procedures and Problem Solving

7. **Economics** The line plot shows a sample of average prices of diesel fuel at 25 fuel stations throughout the United States.



- What price occurred with the greatest frequency?
- What is the range of prices?

8. **Environmental Science** The line plot shows the weights (to the nearest hundred pounds) of municipal waste hauled by a garbage truck in 30 trips to a landfill.



- What weight occurred with the greatest frequency?
- What is the range of weights?



Education In Exercises 9 and 10, use the following scores from an algebra class of 30 students. The scores are for two 25-point quizzes.

Quiz #1 20, 15, 14, 20, 16, 19, 10, 21, 24, 15, 15, 14, 15, 21, 19, 15, 20, 18, 18, 22, 18, 16, 18, 19, 21, 19, 16, 20, 14, 12

Quiz #2 22, 22, 23, 22, 21, 24, 22, 19, 21, 23, 23, 25, 24, 22, 22, 23, 23, 23, 22, 24, 23, 22, 24, 21, 24, 16, 21, 16, 14

9. Construct a line plot for each quiz. For each quiz, which score(s) occurred with the greatest frequency?

10. Explain how you can use the line plots to determine which quiz had the greater mean score without calculating the means.

11. **Sales** The numbers of units sold by 48 sales representatives at a company during the past 3 months are listed below. Construct a frequency distribution and histogram for this data set.

107	162	184	170	177	102
145	141	105	193	167	149
195	127	193	191	150	153
164	167	171	163	141	129
109	171	150	138	100	164
147	153	171	163	118	142
107	144	100	132	153	107
124	162	192	134	187	177

12. **Education** The list shows the numbers of operating public school districts in the 50 states in 2017. Use a frequency distribution and a histogram to organize the data. (*Spreadsheet at LarsonPrecalculus.com*) (*Source: National Education Association*)



AK 54	AL 137	AR 259	AZ 715
CA 1028	CO 178	CT 196	DE 44
FL 75	GA 207	HI 1	IA 333
ID 155	IL 852	IN 402	KS 286
KY 173	LA 147	MA 404	MD 24
ME 214	MI 829	MN 529	MO 556
MS 165	MT 406	NC 115	ND 176
NE 245	NH 165	NJ 702	NM 89
NV 17	NY 691	OH 1026	OK 512
OR 196	PA 796	RI 63	SC 86
SD 150	TN 141	TX 1203	UT 141
VA 132	VT 360	WA 307	WI 422
WV 55	WY 48		

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CC: Evans, Carey A; Lange, Marty; Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia
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Attachment(s): "image001.png"

I'm checking for you and will get back to you as soon as I find out.

Thank you for your patience.

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CC: Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia
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Attachment(s): "image001.png"

Good afternoon Lauren!

I want to update your team. Our tech engineers are currently collaborating with VitalSource so the student experience will show the new questions. We do not own the VitalSource platform, but the corrected files have been delivered to them for the update as the corrections will need to flow through and be activated by VitalSource. This is of the highest priority and the hope is to have the link tomorrow.

The corrections will be those seen in the google doc and PDFs I had sent previously.

Thanks!

carey

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Thursday, April 28, 2022 10:48 AM
To: Jones, Beverly <Bev.Jones@cengage.com>; Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>
Cc: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: [EXTERNAL] RE: Cengage Learning Inc. Meeting Request

Hi Beverly,

Thank you for sending this in! I do have access to the google drive, but I will also need links to the changes on your online platform as well. Can you please resend with those links as well?

Thank you!
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

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Sent: Thursday, April 28, 2022 10:12 AM
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Ms. Hamilton

Please see the attached updated Publisher Appeal spreadsheet.

Please let us know if the links in this spreadsheet work for you.

Thank you!

Have a great day!

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Cengage Learning-Appeal
Wed, Apr 27, 2022 10:00 AM - 10:30 AM (EDT)

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<https://meet.goto.com/186891597>

You can also dial in using your phone.

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United States: [+1 \(571\) 317-3116](tel:+15713173116)

Access Code: 186-891-597

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Attachment(s): "image001.png"

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Attachment(s): "Publisher Appeal Template.xlsx", "image001.png"

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FDOE_Public Schools Signature (005)

	A	B	C	D	E	F	G	H	I	J
1	COURSE _____									
2	BID _____									
3	Standard Below 3 (if applicable)	Special Topic Concern (If applicable)	Publisher Correction		Link to correction in materials					
4										
5										
6										
7										
8										

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Sent: Thursday, April 28, 2022 7:56 AM EDT
To: Evans, Carey A; Jones, Beverly
CC: Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia
Subject: RE: Cengage Learning Inc. Meeting Request
Attachment(s): "image001.png"

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To: Hamilton, Lauren; Evans, Carey A; Lange, Marty
CC: Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia
Subject: RE: Cengage Learning Inc. Meeting Request
Attachment(s): "image001.png", "Updated Publisher Appeal.Cengage.bid448_Precalculus with Limits AGA 8e c2020 SE corrections in 9781337904285.xlsx"

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Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: [EXTERNAL] RE: Cengage Learning Inc. Meeting Request

Hello everyone,

Thank you for getting together this morning to speak with us. Please see the attached spreadsheet.

Please let me know if you have any questions along the way,
Lauren

Lauren Hamilton
Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-0882 Office
850-245-0826 Fax

FDOE_Public Schools Signature (005)

From: Jones, Beverly <Bev.Jones@cengage.com>
Sent: Tuesday, April 26, 2022 9:59 AM
To: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
Subject: RE: Cengage Learning Inc. Meeting Request

Thank you so much, Lauren for setting up this call.

Have a great rest of your day!

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Tuesday, April 26, 2022 9:36 AM
To: Jones, Beverly <Bev.Jones@cengage.com>
Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
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Cengage Learning-Appeal
Wed, Apr 27, 2022 10:00 AM - 10:30 AM (EDT)

Please join my meeting from your computer, tablet or smartphone.

<https://meet.goto.com/186891597>

You can also dial in using your phone.

United States (Toll Free): [1 866 899 4679](tel:18668994679)

United States: [+1 \(571\) 317-3116](tel:+15713173116)

Access Code: 186-891-597

Join from a video-conferencing room or system.

Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 186 891 597

Or dial directly: [186891597@67.217.95.2](tel:186891597@67.217.95.2) or 67.217.95.2##186891597

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

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FDOE_Public Schools Signature (005)

	A	B	C	D	E	F	G
1	COURSE __Pre-Calculus Honors_						
2	BID _____448_____						
3	Standard Below 3 (if applicable)	Special Topic Concern	(if applicable)	Publisher Correction			Link to correct
4		Appendix B, B.1 exercises, Exercise #11 p. A31 is about the percentage of individuals living below the poverty line in 2016. Content not meaningful to students.		The new exercise will provide data on the number of units sold by sales reps that will require students to construct a frequency distribution and histogram for the data set.			https://www.dropbox.com/mgzs012/h?dl=0&rlkey=z0w
5		Chapter 3, Section 3.5 - Exponential and Logarithmic Models, Example 5 p.228 is about the spread of a “contagious flu virus” that a student spreads.		The new example will reference an animal species population to illustrate the concept of logistic growth models.			https://www.dropbox.com/mgzs012/h?dl=0&rlkey=z0w
6							
7							
8							

	H	I	J	K
1			Reviewer Evaluation Scale: 5- Very Good 4- Good 3- Fair 2- Poor 1- Very Poor/No Alignment	
2				
3	ion in materials			
4	m/scel/fo/l/krnt/jny9gu =pn/loknltuf/2om8hgplr elh			
5	m/scel/fo/l/krnt/jny9gu =pn/loknltuf/2om8hgplr elh			
6				
7				
8				

From: Jones, Beverly <Bev.Jones@cengage.com>
Sent: Wednesday, April 27, 2022 3:58 PM EDT
To: Hamilton; Lauren
CC: Evans, Carey A; Lange, Marty; Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia
Subject: RE: Cengage Learning Inc. Meeting Request
Attachment(s): "image001.png", "Publisher Appeal.Cengage.bid448_Precalculus with Limits AGA 8e c2020 SE corrections in 9781337904285.xlsx"

Ms. Hamilton

Attached is our completed Publisher Appeal Spreadsheet.

Please let us know if you need anything else.

Thank you so much for this opportunity.

Have a great rest of your day!

From: Hamilton, Lauren <Lauren.Hamilton@fldoe.org>
Sent: Wednesday, April 27, 2022 10:22 AM
To: Jones, Beverly <Bev.Jones@cengage.com>
Cc: Evans, Carey A <carey.evans@cengage.com>; Lange, Marty <marty.lange@cengage.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>
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Cengage Learning-Appeal
Wed, Apr 27, 2022 10:00 AM - 10:30 AM (EDT)

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Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

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2	BJD _____448_____						
3	Standard Below 3 (if applicable)	Special Topic Concern	(if applicable)	Publisher Correction			Link to correct
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5		Chapter 3, Section 3.5 - Exponential and Logarithmic Models, Example 5 p.228 is about the spread of a “contagious flu virus” that a student spreads.		The new example will reference an animal species population to illustrate the concept of logistic growth models.			https://drive.google.com/Gf0lpuu2WKNK
6							
7							
8							

	H	I	J	K
1			Reviewer Evaluation Scale: 5- Very Good 4- Good 3- Fair 2- Poor 1- Very Poor/No Alignment	
2				
3	on in materials			
4	/drive/folders/1eP_6bDjDKPmAlcAq9V			
5	/drive/folders/1Ph410e6YxUo5fjIdON4			
6				
7				
8				

From: Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>
Sent: Friday, January 21, 2022 9:50 AM EST
To: Evette Idehen; Seeds, Cathy
CC: Strickland, Chelsea; Good, Janet; Tony Dutra; Andrea Wallace
Subject: RE: Complete: UDL Reviews
Attachment(s): "BFWDigital Review .pdf","image001.png","image003.png"

Hi Evette,

Apologies for the delay on bid #408. Unfortunately the publisher took down their log in info and I had to contact them to get it back into the system. I've attached the log in credentials for BFW #408. Please let me know if there is anything else your team needs to get this bid completed. Thanks to you and the UDL team for all of your hard work, we appreciate you all!

Amber Baumbach
Library Media & Instructional Materials Program Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-9115

DOE email signature

From: Evette Idehen <eidehen@usf.edu>
Sent: Friday, January 14, 2022 12:23 PM
To: Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>
Cc: Strickland, Chelsea <Chelsea.Strickland@fldoe.org>; Good, Janet <jgood@usf.edu>; Tony Dutra <tdutra@usf.edu>; Andrea Wallace <awallace@FIMCVI.org>
Subject: Complete: UDL Reviews

Good morning, Cathy and Amber,

Thank you again for including our team for the completion of the UDL reviews. The progress we have seen from many of the publishers due to our feedback has been promising. We worked diligently and completed all required bids except for bid 408, which did not provide the required login protocols to review its content.

Upon further review, we noticed some discrepancies with the accessibility features for many of the publishers. Some of the publishers provided additional interactive features that integrated well with the refreshable braille system to appease the requirements, but it was only for certain chapters and not the entire publication. This is a great start, but it's not helpful for students who need the entire book to be accessible.

As a result of this discrepancy, we felt it was advantageous to include our partners from the Florida Instructional Materials Center for the Visually Impaired (FIMC-VI) - to further solidify the publishers progress on quality refreshable braille integration.

FIMC-VI tested 9 of the available Bids from various publishers. The sample interactive chapters (not the actual bid items) from Savvas included in bids 393 and 406 had the most accessible platform and content regarding braille displays. However, the MathML displayed only as Nemeth and was not available to be viewed in Unified English Braille (UEB). This was tested with Job Access With Speech (JAWS), VoiceOver, and two different braille displays (Chameleon 20 and Focus 40). Since 2016, UEB and Nemeth are two of the official braille codes in the United States.

In Florida, it is an IEP team decision as to which code(s) are used for math and science. It is critical that math and science content can be displayed in UEB on a refreshable braille display in addition to Nemeth. Additionally, even when displayed in Nemeth code, the symbols were not always correct or complete.

Another factor is that there needs to be a way for braille transcribers to create tactile graphic

supplements to accompany math and science materials. Some of the other publishers had a platform and PDFs that could be accessed for UDL review, but many of the PDFs had accessibility issues such as improper tagging of headings, links, the table of contents, etc. Which made them difficult to access with a screen reader and braille display. Some had accessible platforms, but the student content could not be tested, just the educator on the backend.

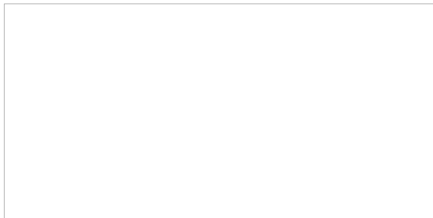
It's important FIMC-VI have access to all student content to ensure accessibility with a screen reader and braille display. Math has traditionally been a difficult subject to create in an accessible format, especially in a braille format. However, in the last couple of years, publishers have gotten better at creating accessible content and the technology has improved to display math content.

PS/RtI TLC and FIMIC-VI look forward to seeing future improvements and to continue to be a part of the UDL Review team. In doing so, **would it be possible to have advanced knowledge of the upcoming bid review subject area for next year at an earlier date?** This will provide early notification for the VI team to test out the braille functionality and ensure our ability to include students in the review process.

Our hope is to increase fidelity and push the publishers to continue the great work while increasing access for all students. Other than the refreshable braille integration, we also found that publishers depended too much on outsourcing accessibility functionality. Many relied on the built-in features in iOS and Microsoft to check off their accessibility requirements - without understanding that many students are not equipped to access features if it is not already built into their published platforms. However, I believe with our targeted feedback; we stand to give publishers the opportunities for UDL integration to break down barriers.

We look forward to working with you in the future.

Best,
Evette Idehen



PS/RtI - Technology & Learning Connections
Florida's MTSS Projects
University of South Florida
<http://bit.ly/16qgwQR>



bedford, freeman & worth
high school publishers

State of Florida Statistics and Probability with Applications 4th Edition Digital Review

Credentials

Username: FloridaMathReview@bfpwpub.com

Password: Review2021!

(Case sensitive)

Sapling

<https://hs.saplinglearning.com/ibiscms/login/>

Instructions:

- 1) Go to the link above and enter in credentials
- 2) When you log in, you will see textbook titles listed. Click on the book title(s) you are reviewing to view that specific course page.
- 3) The left menu links to lists of all your activities, forums, resources and all housekeeping tools (grade book and course management)
- 4) The student edition ebook can be found on the right side -- click on the book's cover. The teacher ebook is in the center -- click on "Annotated Teacher's Edition" to see the full teacher's edition.
- 5) In the center, click on the word "student resources" with the link icon next to it to see the student resources. Click on "teacher's resources" -- this is where you can review the teacher materials that are part of the teacher package.
- 6) Scroll down and you will see pre-made homework. Click on any to see the problems. Click on the green box that says "student preview". You may need to also click on "clear attempts and launch" if another box pops up.
- 7) To learn more about accessing Sapling please read these instructions:
<https://community.macmillan.com/docs/DOC-5720-sapling-learning-online-training>

BEDFORD, FREEMAN, & WORTH

100 American Metro Blvd. Suite 109 · Hamilton, NJ 08619

Office: 1 (866) 843-3715 · Fax: (609) 689-9097 · Kara.Miller@macmillan.com · highschool.bfpwpub.com

AMERICAN
OVERSIGHT

FL-DOE-22-0431-A-002007

From: Seeds, Cathy <Cathy> on behalf of Seeds, Cathy <Seeds, Cathy>
Sent: Friday, April 01, 2022 10:12 AM EDT
To: Evans; Carey A
CC: Jones; Beverly
BCC: Hamilton; Lauren
Subject: RE: DOE portal for district purchases
Attachment(s): "image001.png"

Hello,

Districts are required to report the materials used in their district to the department annually. We have recently rolled out an online system for this reporting (in previous years it was just done by email). As the system continues to grow, more ISBNs will be included. Districts do have the option to enter an ISBN not already pre-loaded in the system, so this district will be able to add you. This also means that you will show up for other districts and in the coming years.

Please do not worry. Any district that continues to have any issues inputting materials should email the department and we will be sure to add anything needed.

Thank you for your patience as we continue to grow this new system!

Cathy Seeds
Director, Library Media & Instructional Materials
Bureau of Standards & Instructional Support
Florida Department of Education

DOE Logo



From: Evans, Carey A <carey.evans@cengage.com>
Sent: Thursday, March 31, 2022 4:57 PM
To: Seeds, Cathy <Cathy.Seeds@fldoe.org>
Cc: Jones, Beverly <Bev.Jones@cengage.com>
Subject: DOE portal for district purchases

Good afternoon Cathy!

Over the last couple of weeks we have had several school districts tell us about a DOE portal that they are to report their adoption decisions and what they plan to purchase. This is unfamiliar to our organization so I reached out to FSBD. They could not fully explain it, but did state they provided all the ISBNs for each publisher to the 'developer' so all of them could get uploaded in the system.

The districts that have contacted us stated that our ISBNs were not in the system and they had a deadline to enter them. I email you in hopes of gaining a bit more knowledge on this portal and if there is anything we can do on our end to ensure our product is loaded.

Thanks for your time!

Carey

Carey Evans
Sr. Regional Sales Manager - Southeast/Southwest
National Geographic Learning | Cengage
Cell# 864-415-0110
carey.evans@cengage.com

From: Evans, Carey A <carey.evans@cengage.com>
Sent: Friday, April 01, 2022 10:37 AM EDT
To: Seeds; Cathy
CC: Jones; Beverly
Subject: RE: DOE portal for district purchases
Attachment(s): "image001.png"

Thanks so much for the response Cathy!
Have a great weekend!

Carey

From: Seeds, Cathy <Cathy.Seeds@fldoe.org>
Sent: Friday, April 1, 2022 10:12 AM
To: Evans, Carey A <carey.evans@cengage.com>
Cc: Jones, Beverly <Bev.Jones@cengage.com>
Subject: [EXTERNAL] RE: DOE portal for district purchases

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Director, Library Media & Instructional Materials
Bureau of Standards & Instructional Support
Florida Department of Education

DOE Logo



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National Geographic Learning|Cengage
Cell# 864-415-0110
carey.evans@cengage.com

From: Kristen Condella <Kristen.Condella@KeysSchools.com>
Sent: Thursday, October 28, 2021 3:02 PM EDT
To: Seeds; Cathy
CC: Lauralee Shapiro
Subject: Re: FADIMA CONFERENCE 2021
Attachment(s): "image001.png", "image001.png"

We do for 179 but they have been filling fast. I'm including our liaison Lauralee to see what options we have.

On Oct 28, 2021, at 2:00 PM, Seeds, Cathy <Cathy.Seeds@fldoe.org> wrote:

»

Does FADIMA have a block rate for rooms? I am still trying to get travel approved.

Cathy Seeds
Director, Library Media & Instructional Materials
Bureau of Standards & Instructional Support
Florida Department of Education

DOE Logo

From: Kristen Condella <Kristen.Condella@KeysSchools.com>
Sent: Friday, October 15, 2021 8:45 AM
To: aburns@follett.com; amyism@fsbd.com; andrea.neff@cengage.com; Andy Bitner <abitner@bfwpub.com>; barbarajohnson@fsbd.com; beth.napier@mackin.com; billpurtell@fsbd.com; carloa@nearpod.com; carrena.nunez@newsela.com; carymacrae@fsbd.com; cathy.mcmillan@pearson.com; chandley@masteryeducation.com; chris.shaw@pearson.com; Cindy Rabinowitz <crabinowitz@bfwpub.com>; cristal.doherty@learninga-z.com; damitchell@follett.com; danasmith@fsbd.com; Daniel Gammage <Daniel_Gammage@Discovery.com>; davismacrae@fsbd.com; Denise.Kessler@hnhco.com; Don Bascle <dbascle@carnegielearning.com>; Dori Jones <dori@edgems.com>; Emese Novak <EMESE@safarimontage.com>; Emily WInston <ewinston@larsontexts.com>; Eric Jones <eric@edgems.com>; gcabo@follett.com; gwen.richards@cengage.com; JackieL@LearningList.com; Jean Correll <jean.correll@achieve3000.com>; Jeff Rutter <jrutter@amplify.com>; jeffregor@fsbd.com; Jennifer.Leggio@hnhco.com; jenniferh@nearpod.com; jenniferodonnell@fsbd.com; Jolynn Bernard <jbernard@collaborativeclassroom.org>; judygassett@fsbd.com; Kara Miller <kara.miller@macmillan.com>; kbahouth@follett.com; keilahgates@fsbd.com; kelly.keene@mheducation.com; kkibler@follett.com; Kurt Fichtman <kfichtman@edcredible.com>; kweav1960@att.net; Lauren Rose <lrose@bfwpub.com>; Lea Perkinson <leah@eecvt.com>; mailto:sales@textbookwarehouse.com <sales@textbookwarehouse.com>; markalsdorf@gmail.com; Mary Russick <mrussick@benchmarkeducation.com>; mary.devore@hnhco.com; maureen.miller@learninga-z.com; melissa.hancock@cengage.com; Michelle.Gordon@hnhco.com; Natalie.OLoughlin@greatminds.org; nationalexhibits@perfectionlearning.com; paige.dirscherl@newsela.com; Rachel.Powers-Scanga@mheducation.com; Rob Selvaggi <rselvaggi@cainc.com>; robinfields@fsbd.com; Ronda Baggett <rbaggett@amplify.com>; rstratton@safarimontage.com; Scott Weller <scott@ttaweb.com>; Stephanie Seemann <sseemann@benchmarkeducation.com>; steve.olson@pearson.com; terra.chapek@learninga-z.com; thecoles@flrep.com; thecoles@follett.com; Tiffany.Alewell@greatminds.org; tluxemburg@follett.com; wmagill@masteryeducation.com; 'Bay - Linda Griner' <grinelg@bay.k12.fl.us>; 'Broward - Delania Moncrief' <Delania.moncrief@browardschools.com>; 'Broward - Martina Blanco' <Martina.Blanco@browardschools.com>; Taylor, Tracie <tracie.taylor@calhounflschools.org>; 'cathy.seeds@fldoe.org'; 'Citrus - Scott Hebert' <HebertS@citruschools.org>; Johnson, Cynthia L. <cynthia.johnson@myoneclay.net>; clyattr@nefec.org; Collier - Julie Lorenzo <lorenzju@collierschools.com>; Darrick Buettner* - Citrus <buettnerd@citruschools.org>; 'Erica Jackson' <Erica.Jackson@stjohns.k12.fl.us>; erin.grove@stjohns.k12.fl.us; 'Escambia - Michelle White' <mwhite5@escambia.k12.fl.us>; fhoward@pasco.k12.fl.us; Flanagan, Ann <flanagana@okaloosaschools.com>; 'Florida Instructional Materials Center for the Visually Handicapped - Elizabeth Anderso' <eanderson@fimcvi.org>; Francesca Howard <fhoward@pasco.k12.fl.us>; Johnson, Rene' <johnsonr2@citruschools.org>; Kay Ratzlaff* <kay.ratzlaff@sdhc.k12.fl.us>; Kim Dixon <Kim.Dixon@stjohns.k12.fl.us>; Kristen Condella <Kristen.Condella@KeysSchools.com>; 'Lake -Dr. Loretta Faith Harris' <HarrisL2@lake.k12.fl.us>; 'Lee - Karen Babor' <KarenABa@leeschools.net>; Lisa Gibson* <gibsolo@bay.k12.fl.us>; mailto:fhoward@pasco.k12.fl.us <fhoward@pasco.k12.fl.us>; mailto:jleach@franklincountyschools.org <jleach@franklincountyschools.org>; 'Marcus J. Brown' <Marcus.Brown@stjohns.k12.fl.us>; 'Marion - Jennifer Leeds' <Jennifer.Leeds@marion.k12.fl.us>; Blount, Shannon <blounts@martin.k12.fl.us>; Dibias, Michelle M. <dibiasm@duvalschools.org>; millert@martinschools.org; Moffitt, Deborah <Deborah.Moffitt@sumter.k12.fl.us>; monaghanml@gm.sbac.edu; nelsonj@manateeschools.net; 'Okaloosa - Ann Flanagan' <flanagana@okaloosaschools.com>; McCoy, Pat <mccoyp@okee.k12.fl.us>; 'Orange - Allison Kibbey' <Allison.Kibbey@ocps.net>; 'Orange - Thomas Chang' <Thomas.Chang@ocps.net>; 'Osceola - JoAnn Johnson' <joann.johnson@osceolaschools.net>; Palm Beach - Nolan Rowell <nolan.rowell@palmbeachschools.org>; 'Pasco - Tonia Shook' <tshook@pasco.k12.fl.us>; 'Pasco - Jennifer Niles' <jatkinso@pasco.k12.fl.us>; paulgilbertson@myoneclay.net; Pinellas - Meghan Frye <fryem@pcsb.org>; rossano-arnolda@nefec.org; 'Sarasota -

Rob Manoogian' <rob.manoogian@sarasotacountyschools.net>; 'Seminole - Maureen Scanlan' <scanlamz@scps.k12.fl.us>; sfretts <syfretts@leonschools.net>; 'Smith, Kristine T.' <ktsmith@volusia.k12.fl.us>; 'St. Lucie - Amabel Morales' <Amabel.morales@stlucieschools.org>; 'St. Lucie - Paul Reif' <paul.reif@stlucieschools.org>; sumptrw@bay.k12.fl.us; Susan Walden* <waldens@leonschools.net>; Gannon, Susan T. <susan.gannon@myoneclay.net>; syfretts@leonsschools.net; Tara Percy* <pearcyt@citruschools.org>; Kahler, Trish <kahlerp@citruschools.org>; 'Valentina Pasaron' <vpasaron1@dadeschools.net>; Vicki Cornman <vicki.cornman@palmbeachschools.org>; Sandgren, Lori <lori.sandgren@wcsb.us>
Cc: Jessica Janasiewicz <jessica@rutledge-ecenia.com>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
Subject: FADIMA CONFERENCE 2021

Hello Members! We are excited about the upcoming FADIMA Conference for 2021! In final preparations, please make sure you have registered via our website at www.FADIMA.net and secured your hotel room. The Hotel must be booked by October 25th to confirm the rate and rooms are going fast!!

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Kristen A Condella

Monroe County School District

[Coordinator of Instructional Materials and Technology Integration](#)
[Virtual School Administrator](#) [AVID District Director](#) [FADIMA President 2021](#)
305-293-1400 x 53408 kristen.condella@keysschools.com

From: Seeds, Cathy <Cathy> on behalf of Seeds, Cathy <Seeds, Cathy>
Sent: Thursday, October 28, 2021 2:00 PM EDT
To: Kristen Condella
Subject: RE: FADIMA CONFERENCE 2021
Attachment(s): "image001.png"

Does FADIMA have a block rate for rooms? I am still trying to get travel approved.

Cathy Seeds
Director, Library Media & Instructional Materials
Bureau of Standards & Instructional Support
Florida Department of Education

DOE Logo

From: Kristen Condella <Kristen.Condella@KeysSchools.com>
Sent: Friday, October 15, 2021 8:45 AM
To: aburns@follett.com; amychism@fsbd.com; andrea.neff@cengage.com; Andy Bitner <abitner@bfwpub.com>; barbarajohnson@fsbd.com; beth.napier@mackin.com; billpurtell@fsbd.com; carloa@nearpod.com; carrena.nunez@newsela.com; carymacrae@fsbd.com; cathy.mcmillan@pearson.com; chandley@masteryeducation.com; chris.shaw@pearson.com; Cindy Rabinowitz <crabinowitz@bfwpub.com>; cristal.doherty@learninga-z.com; damitchell@follett.com; danasmith@fsbd.com; Daniel Gammage <Daniel_Gammage@Discovery.com>; davismacrae@fsbd.com; Denise.Kessler@hnhco.com; Don Bascle <dbascle@carnegielearning.com>; Dori Jones <dori@edgems.com>; Emese Novak <EMESE@safarimontage.com>; Emily Wlnston <ewinston@larsontexts.com>; Eric Jones <eric@edgems.com>; gcabo@follett.com; gwen.richards@cengage.com; JackieL@LearningList.com; Jean Correll <jean.correll@achieve3000.com>; Jeff Rutter <jrutter@amplify.com>; jeffregor@fsbd.com; Jennifer.Leggio@hnhco.com; jenniferh@nearpod.com; jenniferodonnell@fsbd.com; Jolynn Bernard <jbernard@collaborativeclassroom.org>; judygassett@fsbd.com; Kara Miller <kara.miller@macmillan.com>; kbahouth@follett.com; keilahgates@fsbd.com; kelly.keene@mheducation.com; kkibler@follett.com; Kurt Fichtman <kfichtman@edcredible.com>; kweav1960@att.net; Lauren Rose <rose@bfwpub.com>; Lea Perkinson <leah@eecvt.com>; mailto:sales@textbookwarehouse.com <sales@textbookwarehouse.com>; markalsdorf@gmail.com; Mary Russick <mrussick@benchmarkeducation.com>; mary.devore@hnhco.com; maureen.miller@learninga-z.com; melissa.hancock@cengage.com; Michelle.Gordon@hnhco.com; Natalie.O'Loughlin@greatminds.org; nationalexhibits@perfectionlearning.com; paige.dirscherl@newsela.com; Rachel.Powers-Scanga@mheducation.com; Rob Selvaggi <rselvaggi@cainc.com>; robinfields@fsbd.com; Ronda Baggett <rbaggett@amplify.com>; rstratton@safarimontage.com; Scott Weller <scott@ttaweb.com>; Stephanie Seemann <sseemann@benchmarkeducation.com>; steve.olson@pearson.com; terra.chapek@learninga-z.com; thecoles@flrep.com; thecoles@follett.com; Tiffany.Alewell@greatminds.org; tluxemburg@follett.com; wmagill@masteryeducation.com; 'Bay - Linda Griner' <grinelg@bay.k12.fl.us>; 'Broward - Delania Moncrief' <Delania.moncrief@browardschools.com>; 'Broward - Martina Blanco' <Martina.Blanco@browardschools.com>; Taylor, Tracie <tracie.taylor@calhounflschools.org>; 'cathy.seeds@fldoe.org'; 'Citrus - Scott Hebert' <HebertS@citruschools.org>; Johnson, Cynthia L. <cynthia.johnson@myoneclay.net>; clyattr@nefec.org; Collier - Julie Lorenzo <lorenzJu@collierschools.com>; Darrick Buettner* - Citrus <buettnerd@citruschools.org>; 'Erica Jackson' <Erica.Jackson@stjohns.k12.fl.us>; erin.grove@stjohns.k12.fl.us; 'Escambia - Michelle White' <mwhite5@escambia.k12.fl.us>; fhoward@pasco.k12.fl.us; Flanagan, Ann <flanagan@okaloosaschools.com>; 'Florida Instructional Materials Center for the Visually Handicapped - Elizabeth Anderso' <eanderson@fimcvi.org>; Francesca Howard <fhoward@pasco.k12.fl.us>; Johnson, Rene' <johnsonr2@citruschools.org>; Kay Ratzlaff* <kay.ratzlaff@sdhc.k12.fl.us>; Kim Dixon <Kim.Dixon@stjohns.k12.fl.us>; Kristen Condella <Kristen.Condella@KeysSchools.com>; 'Lake -Dr. Loretta Faith Harris' <HarrisL2@lake.k12.fl.us>; 'Lee - Karen Babor' <KarenABa@leeschools.net>; Lisa Gibson* <gibsolo@bay.k12.fl.us>; mailto:fhoward@pasco.k12.fl.us <fhoward@pasco.k12.fl.us>; mailto:jleach@franklincountyschools.org <jleach@franklincountyschools.org>; 'Marcus J. Brown' <Marcus.Brown@stjohns.k12.fl.us>; 'Marion - Jennifer Leeds' <Jennifer.Leeds@marion.k12.fl.us>; Blount, Shannon <blounts@martin.k12.fl.us>; Dibias, Michelle M. <dibiasm@duvalschools.org>; millert@martinschools.org; Moffitt, Deborah <Deborah.Moffitt@sumter.k12.fl.us>; monaghanml@gm.sbac.edu; nelsonj@manateeschools.net; 'Okaloosa - Ann Flanagan' <flanagan@okaloosaschools.com>; McCoy, Pat <mccoy@okee.k12.fl.us>; 'Orange - Allison Kibbey' <Allison.Kibbey@ocps.net>; 'Orange - Thomas Chang' <Thomas.Chang@ocps.net>; 'Osceola - JoAnn Johnson' <joann.johnson@osceolaschools.net>; Palm Beach - Nolan Rowell <nolan.rowell@palmbeachschools.org>; 'Pasco - Tonia Shook' <tshook@pasco.k12.fl.us>; 'Pasco - Jennifer Niles' <jatkinso@pasco.k12.fl.us>; paulgilbertson@myoneclay.net; Pinellas - Meghan Frye <fryem@pcsb.org>; rossano-arnolda@nefec.org; 'Sarasota - Rob Manoogian' <rob.manoogian@sarasotacountyschools.net>; 'Seminole - Maureen Scanlan' <scanlamz@scps.k12.fl.us>; sfretts <syfretts@leonschools.net>; 'Smith, Kristine T.' <ktsmith@volusia.k12.fl.us>; 'St. Lucie - Amabel Morales' <Amabel.morales@stlucieschools.org>; 'St. Lucie - Paul Reif' <paul.reif@stlucieschools.org>; sumptrw@bay.k12.fl.us; Susan Walden* <swaldens@leonschools.net>; Gannon, Susan T. <susan.gannon@myoneclay.net>; syfretts@leonschools.net; Tara Pearcy* <pearcyt@citruschools.org>; Kahler, Trish <kahlerp@citruschools.org>; 'Valentina Pasaron' <vpasaron1@dadeschools.net>; Vicki Cornman <vicki.cornman@palmbeachschools.org>; Sandgren, Lori <lori.sandgren@wcsb.us>
Cc: Jessica Janasiewicz <jessica@rutledge-ecenia.com>; Seeds, Cathy <Cathy.Seeds@fldoe.org>
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Monroe County School District

[Coordinator of Instructional Materials and Technology Integration](#)
[Virtual School Administrator](#) [AVID District Director](#) [FADIMA President 2021](#)
305-293-1400 x 53408 kristen.condella@keysschools.com

From: Patricia Cole <patricia.cole@savvas.com>
Sent: Thursday, May 26, 2022 11:26 AM EDT
To: Baumbach; Amber
CC: Seeds, Cathy; Wawack, Christopher; Rachel Powers-Scanga; Carol Callow
Subject: Re: FL Soc St - IM7 Question - Error on Portal
Attachment(s): "image.png","image.png"

Thank you Amber, looks like it's fixed.

Thank you
~ Patti

~~~~~  
**Patti Cole**  
Sr. State Adoption Admin,  
**Savvas Learning Company**  
Phone (201) 928-7821  
Email Patricia.cole@Savvas.com

On Thu, May 26, 2022 at 10:24 AM Baumbach, Amber <Amber.Baumbach@fldoe.org> wrote:  
Hi Patti,

I had our IT person take a look at the error you were seeing and he has stated that they were able to resolve the issue and it should be working okay now. Please let me know if you are still having trouble.

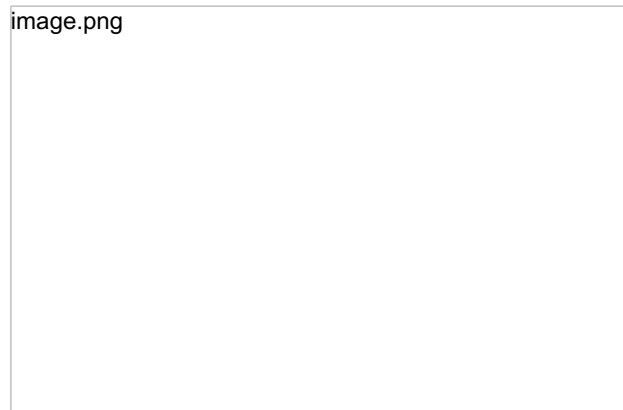
Thanks!

---

**From:** Patricia Cole <patricia.cole@savvas.com>  
**Sent:** Wednesday, May 25, 2022 2:35 PM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Seeds, Cathy <Cathy.Seeds@fldoe.org>; Wawack, Christopher <chris.wawack@savvas.com>; Rachel Powers-Scanga <rachel.scanga@savvas.com>; Carol Callow <carol.callow@savvas.com>  
**Subject:** Re: FL Soc St - IM7 Question - Error on Portal

Hi Amber

Thanks for getting back to me. Yes we have been able to enter the IM7 standards on all our bids except for Bid #604 Florida Magruders. When I clicked on the IM7 tab I received an error. See screenshot below. All the other tabs on this bid seem to be working.



**Thank you**  
**~ Patti**

~~~~~  
Patti Cole
Sr. State Adoption Admin,
Savvas Learning Company
Phone (201) 928-7821
Email Patricia.cole@Savvas.com

On Wed, May 25, 2022 at 1:28 PM Baumbach, Amber <Amber.Baumbach@fldoe.org> wrote:

Hi Patti,

Can you please tell me a little bit more about this error? Have you successfully been able to upload other bids? Is it that you are unable to upload the standards alignment info for this bid? I can send this to our tech person, I just wanted to collect a little more information from you. We haven't had anyone else mention this error yet so I'm trying to figure out where it is coming from.

Thanks!

From: Patricia Cole <patricia.cole@savvas.com>

Sent: Wednesday, May 25, 2022 1:46 PM

To: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>

Cc: Wawack, Christopher <chris.wawack@savvas.com>; Rachel Powers-Scanga <rachel.scanga@savvas.com>; Carol Callow <carol.callow@savvas.com>

Subject: Re: FL Soc St - IM7 Question - Error on Portal

Hi Amber and Cathy,

The submission due date is fast approaching. Can you please help with my email below? We are still receiving the error message on the one bid entry. Its Bid #604.

Thanks for your assistance.

*Thank you
~ Patti*

Patti Cole

Sr. State Adoption Admin,

Savvas Learning Company

Phone (201) 928-7821

Email Patricia.cole@Savvas.com

On Wed, May 18, 2022 at 10:41 AM Patricia Cole <patricia.cole@savvas.com> wrote:


Hi Lauren and Amber

Can you please help with the **IM7 Standards Alignment** part on the FL Portal? We are receiving an error when we go into that section of the portal for our **Bid #604 - Magruder's American Government Interactive Honors (2106320 - United States Government Honor)**

Thanks for any assistance.

Here is a screen shot

image.png



Thank you
~ Patti



Patti Cole

Sr. State Adoption Admin,

Savvas Learning Company

Phone (201) 928-7821

Email Patricia.cole@Savvas.com

[savvas.com](https://www.savvas.com) | [@savvaslearning](https://twitter.com/savvaslearning)

Customer Care: support.savvas.com



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Sent: Thursday, May 26, 2022 10:24 AM EDT
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image.png



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Subject: Re: FL Soc St - IM7 Question - Error on Portal

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Patti Cole

Sr. State Adoption Admin,

Savvas Learning Company

Phone (201) 928-7821

Email Patricia.cole@Savvas.com

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Thanks for any assistance.

Here is a screen shot

image.png

Thank you
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Savvas Learning Company

Phone (201) 928-7821

Email Patricia.cole@Savvas.com

savvas.com | [@savvaslearning](https://twitter.com/savvaslearning)

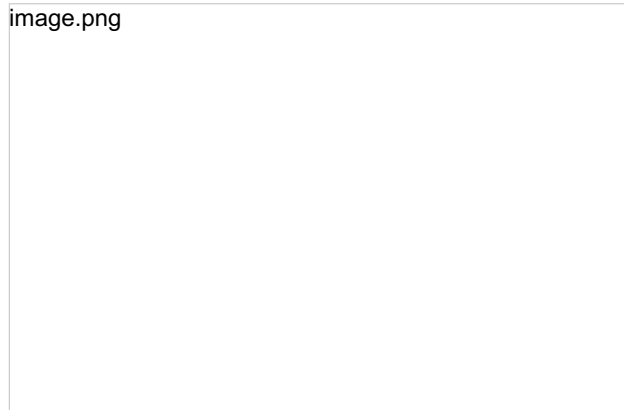
Customer Care: support.savvas.com

||

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**Cc:** Wawack, Christopher <[chris.wawack@savvas.com](mailto:chris.wawack@savvas.com)>; Rachel Powers-Scanga <[rachel.scanga@savvas.com](mailto:rachel.scanga@savvas.com)>; Carol Callow <[carol.callow@savvas.com](mailto:carol.callow@savvas.com)>  
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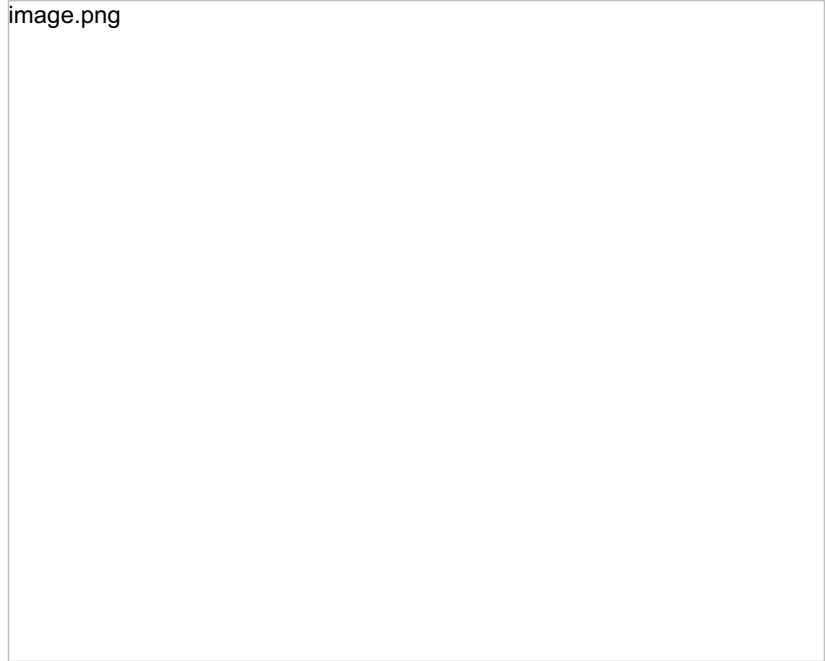
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**Savvas Learning Company**

*Phone* (201) 928-7821

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[savvas.com](http://savvas.com) | [@savvaslearning](https://twitter.com/savvaslearning)

Customer Care: [support.savvas.com](https://support.savvas.com)



**From:** Patricia Cole <patricia.cole@savvas.com>  
**Sent:** Wednesday, May 25, 2022 12:46 PM EDT  
**To:** Baumbach, Amber; Seeds, Cathy  
**CC:** Wawack, Christopher; Rachel Powers-Scanga; Carol Callow  
**Subject:** Re: FL Soc St - IM7 Question - Error on Portal  
**Attachment(s):** "image.png"

Hi Amber and Cathy,

The submission due date is fast approaching. Can you please help with my email below? We are still receiving the error message on the one bid entry. Its Bid #604.

Thanks for your assistance.

**Thank you**  
**~ Patti**

~~~~~  
Patti Cole
Sr. State Adoption Admin,
Savvas Learning Company
Phone (201) 928-7821
Email Patricia.cole@Savvas.com

On Wed, May 18, 2022 at 10:41 AM Patricia Cole <patricia.cole@savvas.com> wrote:

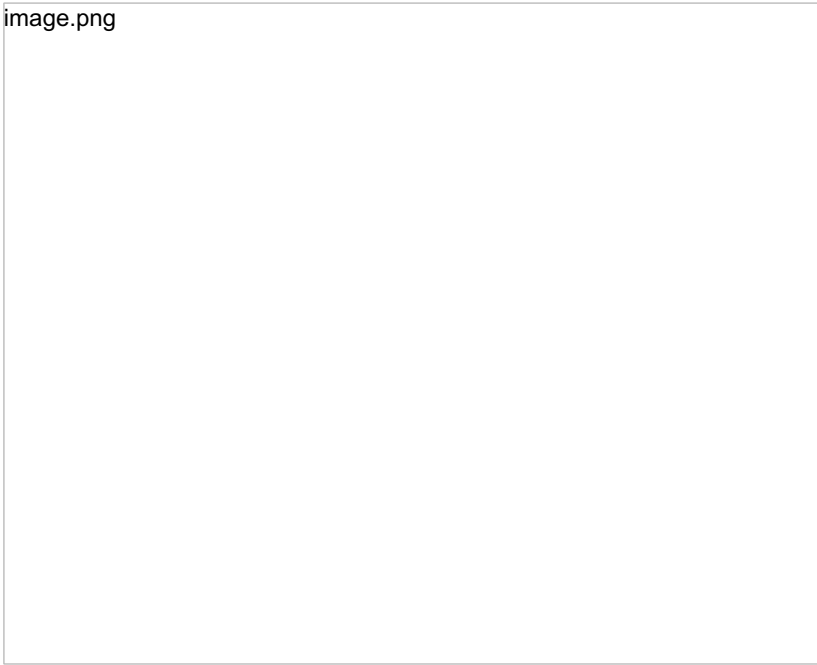
Hi Lauren and Amber

Can you please help with the **IM7 Standards Alignment** part on the FL Portal? We are receiving an error when we go into that section of the portal for our **Bid #604 - Magruder's American Government Interactive Honors (2106320 - United States Government Honor)**

Thanks for any assistance.

Here is a screen shot

image.png



Thank you
~ Patti

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**Patti Cole**  
Sr. State Adoption Admin,  
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**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>  
**Sent:** Wednesday, May 25, 2022 1:28 PM EDT  
**To:** Patricia Cole; Seeds, Cathy  
**CC:** Wawack, Christopher; Rachel Powers-Scanga; Carol Callow  
**Subject:** Re: FL Soc St - IM7 Question - Error on Portal  
**Attachment(s):** "image.png"

Hi Patti,

Can you please tell me a little bit more about this error? Have you successfully been able to upload other bids? Is it that you are unable to upload the standards alignment info for this bid? I can send this to our tech person, I just wanted to collect a little more information from you. We haven't had anyone else mention this error yet so I'm trying to figure out where it is coming from.

Thanks!

---

**From:** Patricia Cole <patricia.cole@savvas.com>  
**Sent:** Wednesday, May 25, 2022 1:46 PM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>  
**Cc:** Wawack, Christopher <chris.wawack@savvas.com>; Rachel Powers-Scanga <rachel.scanga@savvas.com>; Carol Callow <carol.callow@savvas.com>  
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**From:** Evans, Carey A <carey.evans@cengage.com>  
**Sent:** Wednesday, January 05, 2022 9:19 AM EST  
**To:** Seeds, Cathy; Ratliff, Grace A  
**Subject:** RE: Florida Adoption Specification Spreadsheets  
**Attachment(s):** "image001.png"

Thanks again Cathy!

---

**From:** Seeds, Cathy <Cathy.Seeds@fldoe.org>  
**Sent:** Wednesday, January 5, 2022 9:06 AM  
**To:** Evans, Carey A <carey.evans@cengage.com>; Ratliff, Grace A <grace.ratliff@cengage.com>  
**Subject:** [EXTERNAL] RE: Florida Adoption Specification Spreadsheets

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Director, Library Media & Instructional Materials  
Bureau of Standards & Instructional Support  
Florida Department of Education

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**Sent:** Tuesday, January 4, 2022 4:30 PM  
**To:** Seeds, Cathy <Cathy.Seeds@fldoe.org>; Ratliff, Grace A <grace.ratliff@cengage.com>  
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Thank!

Carey

**Carey Evans**

Sr. Regional Sales Manager – Southeast/Southwest

**National Geographic Learning | Cengage**

Cell# 864-415-0110

[carey.evans@cengage.com](mailto:carey.evans@cengage.com)

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Grace Ratliff  
State Adoption Manager  
919-624-9004

**From:** Evans, Carey A <carey.evans@cengage.com>  
**Sent:** Tuesday, January 04, 2022 4:22 PM EST  
**To:** Seeds, Cathy; Ratliff, Grace A  
**Subject:** RE: Florida Adoption Specification Spreadsheets  
**Attachment(s):** "image001.png"

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**From:** Seeds, Cathy <Cathy> on behalf of Seeds, Cathy <Seeds, Cathy>  
**Sent:** Tuesday, January 04, 2022 4:16 PM EST  
**To:** Ratliff; Grace A  
**CC:** Evans; Carey A  
**Subject:** RE: Florida Adoption Specification Spreadsheets  
**Attachment(s):** "image001.png"

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**Sent:** Wednesday, January 05, 2022 9:20 AM EST  
**To:** Seeds; Cathy  
**Subject:** RE: Florida Adoption Specification Spreadsheets  
**Attachment(s):** "image001.png"

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**Sent:** Tuesday, January 04, 2022 4:26 PM EST  
**To:** Seeds, Cathy; Ratliff, Grace A  
**Subject:** RE: Florida Adoption Specification Spreadsheets  
**Attachment(s):** "image001.png"

Great, thx!!

---

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**From:** Evans, Carey A <carey.evans@cengage.com>  
**Sent:** Tuesday, January 04, 2022 4:29 PM EST  
**To:** Seeds, Cathy; Ratliff, Grace A  
**Subject:** RE: Florida Adoption Specification Spreadsheets  
**Attachment(s):** "image001.png", "K-12HS-Civics-GRCorrel.xlsx", "K-12IntegCivicEdCurrCorrel.xlsx", "K-12PrimSrcDocCorrel.xlsx"

Oh, so sorry for last question. I know our editorial group will ask. Each sheet has one requirement, is this an example or will each sheet have more requirements once official Call is out? or is this the only requirement?

Thanks!


---

**From:** Seeds, Cathy <Cathy.Seeds@fldoe.org>  
**Sent:** Tuesday, January 4, 2022 4:25 PM  
**To:** Evans, Carey A <carey.evans@cengage.com>; Ratliff, Grace A <grace.ratliff@cengage.com>  
**Subject:** [EXTERNAL] RE: Florida Adoption Specification Spreadsheets

Yes. Each material/course is reviewed separately by individual reviewers and will need its own alignment to the requested information.

Cathy Seeds  
Director, Library Media & Instructional Materials  
Bureau of Standards & Instructional Support  
Florida Department of Education

DOE Logo



---

**From:** Evans, Carey A <[carey.evans@cengage.com](mailto:carey.evans@cengage.com)>  
**Sent:** Tuesday, January 4, 2022 4:23 PM  
**To:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Ratliff, Grace A <[grace.ratliff@cengage.com](mailto:grace.ratliff@cengage.com)>  
**Subject:** RE: Florida Adoption Specification Spreadsheets

Thanks Cathy for the quick reply!

Just so Grace and I are clear for our colleagues, if we submit for grades 6-8 and 9-12 core, we will have 7 text. So for each text we will complete/submit each form? 21 total, correct?

Thank!

Carey

**Carey Evans**  
Sr. Regional Sales Manager - Southeast/Southwest  
**National Geographic Learning | Cengage**  
Cell# 864-415-0110  
[carey.evans@cengage.com](mailto:carey.evans@cengage.com)

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**From:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>  
**Sent:** Tuesday, January 4, 2022 4:17 PM  
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**Cc:** Evans, Carey A <[carey.evans@cengage.com](mailto:carey.evans@cengage.com)>  
**Subject:** [EXTERNAL] RE: Florida Adoption Specification Spreadsheets

Happy New Year! They are for all courses unless it is specifically noted on the correlation document.

Cathy Seeds  
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---

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**Cc:** Evans, Carey A <[carey.evans@cengage.com](mailto:carey.evans@cengage.com)>  
**Subject:** FW: Florida Adoption Specification Spreadsheets

Hi Cathy,

Hope 2022 is off to a great start for you.

We noticed on the state website the attached spreadsheets with newly released adoption requirements. Are these for Civics only or are these examples of what will be required for every grade level? We want to make sure we are on top of everything! Your help is appreciated.

Grace Ratliff  
State Adoption Manager  
919-624-9004



| A | B                                                                                                                                                                                                                                                                                                                                                                                                                                                         | C                                                                                                                                                                                                                                                                                                                                                                                                           |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | High School Civics and Government Requirements<br>If bid, submit correlation for the following courses: 2106310 - United States Government<br>2106320 - United States Government Honors<br>2106410 - Humane Letters 1 - History<br>2106420 - Advanced Placement United States Government and Politics<br>2106460 - The American Political System: Process and Power Honors<br>2106800 - Florida's Preinternational Baccalaureate United States Government |                                                                                                                                                                                                                                                                                                                                                                                                             |
| 2 | Course, Title of Materials, Grade level                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                             |
| 3 | If category does not apply to materials please mark "N/A"                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                             |
| 4 | Requirement has been met? Yes/No                                                                                                                                                                                                                                                                                                                                                                                                                          | Evidence of this requirement.<br>(link to materials, chapter or page number)                                                                                                                                                                                                                                                                                                                                |
| 5 | Requirement                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                             |
| 6 | House Bill 5 (2021) requires that a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States be added to high school United States Government courses beginning in the 2021-2022 school year. This requirement must be included in high school United States Government instructional materials.       | This section is intended to identify if the instructional material provides students the opportunity to have comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States. The instructional material should provide text-based content for this discussion. |
|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Please indicate where the instructional material provides text-based content for this discussion. It may be in one section or spread throughout the materials.                                                                                                                                                                                                                                              |

| A | B                                                                                                                                                                                                                                                                                                                                                                                                                                          | C                                                                                                                                                                                                                                                                                               |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Integrated K-12 Civic Education Curriculum                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                 |
| 2 | Course, Title of Materials, Grade level                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                 |
| 3 | If category does not apply to materials please mark "N/A"                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                 |
| 4 | Requirement                                                                                                                                                                                                                                                                                                                                                                                                                                | Requirement has been met? Yes/No                                                                                                                                                                                                                                                                |
| 5 | Requirement                                                                                                                                                                                                                                                                                                                                                                                                                                | Evidence of this requirement<br>(link to materials, chapter or page number)                                                                                                                                                                                                                     |
|   | House Bill 5 required the Florida Department of Education to develop or approve an integrated civic education curriculum which is expressed in, "Rule 6A-1.09411, F.A.C., "K-12 Civic Education Curriculum. Instructional materials must provide guidance to educators on integrating the content of the "K-12 Civic Education Curriculum" across all other subject areas as part of regular school work in kindergarten through Grade 12. | This section is intended to identify if the instructional material provides guidance to educators on how to integrate the "K-12 Civic Education Curriculum" across all other subject areas as part of regular school work in kindergarten through Grade 12.                                     |
|   |                                                                                                                                                                                                                                                                                                                                                                                                                                            | Indicate where the instructional material provides guidance to educators on how to integrate the "K-12 Civic Education Curriculum" across all other subject areas as part of regular school work in kindergarten through Grade 12. It may be in one section of spread throughout the materials. |

|   | A                                                                   | B                                                                                                                                                                                                      | C                                                                 | D                                                                                                                                                               |
|---|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Primary Source Documents</b>                                     |                                                                                                                                                                                                        |                                                                   |                                                                                                                                                                 |
| 2 | <b>Course, Title of Materials, Grade level</b>                      |                                                                                                                                                                                                        |                                                                   |                                                                                                                                                                 |
| 3 | <b>If category does not apply to materials please mark "N/A"</b>    |                                                                                                                                                                                                        |                                                                   |                                                                                                                                                                 |
| 4 | <b>Were primary source documents used? Yes/No</b>                   | <b>Benchmark</b>                                                                                                                                                                                       | <b>Primary Source Document</b>                                    | <b>Evidence of Primary Source Document (link to materials, chapter or page number)</b>                                                                          |
| 5 | Indicate if a primary source is used in the instructional material. | If primary sources are used, please list each benchmark that included a primary source as part of the instructional material. Add a row for each benchmark so that benchmarks are listed individually. | List every primary source document that aligns to this benchmark. | Please indicate where the instructional material incorporates a primary source for this benchmark. It may be in one section or spread throughout the materials. |



**From:** Ratliff, Grace A <grace.ratliff@cengage.com>  
**Sent:** Tuesday, January 04, 2022 4:25 PM EST  
**To:** Seeds, Cathy; Evans, Carey A  
**Subject:** RE: Florida Adoption Specification Spreadsheets  
**Attachment(s):** "image001.png"

Thank you so much Cathy!

Grace Ratliff  
State Adoption Manager  
919-624-9004

---

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**Sent:** Tuesday, January 4, 2022 4:25 PM  
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Cathy Seeds  
Director, Library Media & Instructional Materials  
Bureau of Standards & Instructional Support  
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DOE Logo



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Carey

**Carey Evans**  
Sr. Regional Sales Manager - Southeast/Southwest  
**National Geographic Learning | Cengage**  
Cell# 864-415-0110  
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**Cc:** Evans, Carey A <[carey.evans@cengage.com](mailto:carey.evans@cengage.com)>  
**Subject:** FW: Florida Adoption Specification Spreadsheets

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Grace Ratliff  
State Adoption Manager  
919-624-9004

**From:** LaMonique Johnson <ljohnson@acceleratelearning.com>

**Sent:** Wednesday, January 26, 2022 12:42 PM EST

**To:** Baumbach, Amber; Seeds, Cathy; Hamilton, Lauren

**Subject:** Re: Florida

Hi there, I am checking in on this query. If you could please share the procedure for reducing our pricing and providing free with order, I would greatly appreciate it.

---

**LaMonique Johnson, M.Ed**

*Senior Manager, Adoptions and RFPs*

**Accelerate Learning Inc.**

**p:** (281) 833-4531

**a:** 5177 Richmond Ave., Suite 800, Houston, TX 77056

**w:** [stemscopes.com](http://stemscopes.com) **e:** [ljohnson@acceleratelearning.com](mailto:ljohnson@acceleratelearning.com)



On Tue, Jan 18, 2022 at 9:33 AM LaMonique Johnson <[ljohnson@acceleratelearning.com](mailto:ljohnson@acceleratelearning.com)> wrote:

Hi there,

Will you please share the procedure for reducing our pricing and providing free with order?

Thank you,

---

**LaMonique Johnson, M.Ed**

*Senior Manager, Adoptions and RFPs*

**Accelerate Learning Inc.**

**p:** (281) 833-4531

**a:** 5177 Richmond Ave., Suite 800, Houston, TX 77056

**w:** [stemscopes.com](http://stemscopes.com) **e:** [ljohnson@acceleratelearning.com](mailto:ljohnson@acceleratelearning.com)



**Sent:** Wednesday, May 11, 2022 2:58 PM EDT  
**To:** Parker, Lakeesha; Seeds, Cathy  
**CC:** Dunn, Gavin; Paleis1, Cassandra  
**Subject:** RE: Folder 152694 due 5/11  
**Attachment(s):** "image001.png", "image002.gif"

Hi LaKeesha,

I believe that Gavin or Cassie were in contact with this law firm and directed them to our website for all of the alignment scores. I believe that they were also working with IT to pull all of the emails from the other request that you emailed about:

We respectfully request all emails sent to, received from, cc:ed, or bcc:ed, between FLDOE (from February 1, 2022 until the present date) and any of the following email domains:

- [@savvas.com](mailto:@savvas.com)
- [@mheducation.com](mailto:@mheducation.com)
- [@mathnation.com](mailto:@mathnation.com)
- [@larsontexts.com](mailto:@larsontexts.com)
- [@cengage.com](mailto:@cengage.com)

This request includes a pre-authorization to incur costs, which will be reimbursed by the requestor, up to \$250, without any further written authorization necessary, and please contact the requestor immediately at [glanza@losey.law](mailto:glanza@losey.law) if prepayment is needed of costs up to \$250, and kindly include your preferred payment instructions. Records may be sent electronically via email to [glanza@losey.law](mailto:glanza@losey.law), paper copies are not needed.

If this isn't true, please let me know.

Thanks,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Parker, Lakeesha <Lakeesha.Parker@fldoe.org>  
**Sent:** Wednesday, May 11, 2022 2:40 PM  
**To:** Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Subject:** FW: Folder 152694 due 5/11  
**Importance:** High

Good afternoon ladies,

Can you give me the status of this one? It's due today.

---

**From:** Parker, Lakeesha  
**Sent:** Tuesday, April 12, 2022 1:57 PM  
**To:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Subject:** Folder 152694 due 5/11

Hi Cathy,

This came in corrfow with this note below:

Okay to provide any info/documents we may have that are not confidential or protected. If there is a cost associated with gathering/providing the info/docs, create an invoice with the estimate and send it to the requestor before doing

Could you please assist?

**From:** Adam Losey <[alosey@losey.law](mailto:alosey@losey.law)>  
**Sent:** Tuesday, April 12, 2022 10:46 AM  
**To:** PRR <[PRR@fldoe.org](mailto:PRR@fldoe.org)>  
**Cc:** Grayson Lanza <[glanza@losey.law](mailto:glanza@losey.law)>

**Subject:** Re: Public Records Request

We respectfully request all mathematics textbook alignment scores for the currently utilized math textbook adoption, including the total scores and scoring materials associated with each publisher's bid to FLDOE and the FLDOE reviewer materials and notes, as well as the individual reviewer scores for each publisher.

This request includes a pre-authorization to incur costs, which will be reimbursed by the requestor, up to \$250, without any further written authorization necessary, and please contact the requestor immediately at [glanza@losey.law](mailto:glanza@losey.law) if prepayment is needed of costs up to \$250, and kindly include your preferred payment instructions. Records may be sent electronically via email to [glanza@losey.law](mailto:glanza@losey.law), paper copies are not needed.

Thank you very much,



Adam Losey  
Losey PLLC  
(407) 906-1605  
1420 Edgewater Drive  
Orlando, Florida 32804  
[alosey@losey.law](mailto:alosey@losey.law)



**From:** Seeds, Cathy <Cathy.Seeds@fldoe.org>  
**Sent:** Wednesday, May 11, 2022 3:11 PM EDT  
**To:** Parker, Lakeesha; Baumbach, Amber  
**Subject:** RE: Folder 152695  
**Attachment(s):** "image001.png", "image002.gif"

Communications is handling this as well.

Cathy Seeds  
Director, Library Media & Instructional Materials  
Bureau of Standards & Instructional Support  
Florida Department of Education

DOE Logo



---

**From:** Parker, Lakeesha <Lakeesha.Parker@fldoe.org>  
**Sent:** Wednesday, May 11, 2022 2:48 PM  
**To:** Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Subject:** Folder 152695

I need an update on this one as well? It's also due today.

**From:** Adam Losey <[alosey@losey.law](mailto:alosey@losey.law)>  
**Sent:** Tuesday, April 12, 2022 11:22 AM  
**To:** PRR <[PRR@fldoe.org](mailto:PRR@fldoe.org)>  
**Cc:** Grayson Lanza <[glanza@losey.law](mailto:glanza@losey.law)>  
**Subject:** Re: Public Records Request

We respectfully request all emails sent to, received from, cc:ed, or bcc:ed, between FLDOE (from February 1, 2022 until the present date) and any of the following email domains:

- [@savvas.com](mailto:@savvas.com)
- [@mheducation.com](mailto:@mheducation.com)
- [@mathnation.com](mailto:@mathnation.com)
- [@larsontexts.com](mailto:@larsontexts.com)
- [@cengage.com](mailto:@cengage.com)

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Thank you very much,



Adam Losey  
Losey PLLC  
(407) 906-1605  
1420 Edgewater Drive  
Orlando, Florida 32804  
[alosey@losey.law](mailto:alosey@losey.law)

**From:** Parker, Lakeesha <Lakeesha.Parker@fldoe.org>  
**Sent:** Wednesday, May 11, 2022 3:12 PM EDT  
**To:** Seeds, Cathy; Baumbach, Amber  
**Subject:** RE: Folder 152695  
**Attachment(s):** "image001.png", "image002.gif"

Thanks, I'll let Erin know.

---

**From:** Seeds, Cathy <Cathy.Seeds@fldoe.org>  
**Sent:** Wednesday, May 11, 2022 3:12 PM  
**To:** Parker, Lakeesha <Lakeesha.Parker@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Subject:** RE: Folder 152695

Communications is handling this as well.

Cathy Seeds  
Director, Library Media & Instructional Materials  
Bureau of Standards & Instructional Support  
Florida Department of Education

DOE Logo

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**Subject:** Folder 152695

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**To:** PRR <PRR@fldoe.org>  
**Cc:** Grayson Lanza <glanza@losey.law>  
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- [@larsontexts.com](mailto:@larsontexts.com)
- [@cengage.com](mailto:@cengage.com)

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Thank you very much,



Adam Losey  
Losey PLLC  
(407) 906-1605  
1420 Edgewater Drive  
Orlando, Florida 32804  
[alosey@losey.law](mailto:alosey@losey.law)

**From:** Norris, Jerri <jerri.norris@cengage.com>  
**Sent:** Tuesday, February 15, 2022 11:48 AM EST  
**To:** Mack; Henry  
**Subject:** Re: Follow-up from last week's meeting with Erin (TSG) and Jerri (Cengage)

Hi Chancellor Mack, good morning. I wanted to see if you might have time for our 2<sup>nd</sup> meeting sometime in early March to position for fall on textbook savings in WFD programs.

As we talked about in our Jan 10<sup>th</sup> meeting, no state tracking of textbook costs in WFD programs is occurring, and those costs can be quite high - over \$1000 in some cases. Also, there is very little if any OER available for WFD certificate programs. Here are a few examples of where the Cengage Unlimited subscription has provided significant savings for students:

### **St. Johns River State College, BAS Business Program**

Program Director Dr. Karen Balcanoff estimates that "each student is saving at least a couple hundred annually...and those going full time could be saving close to \$1,000" annually.

Contacts:

St. Johns River State College  
Dr. Karen Balcanoff, Director of Organizational Management  
[karenbalcanoff@sjrstate.edu](mailto:karenbalcanoff@sjrstate.edu)

Dr. Summer Garrett  
Professor of Organizational Management  
[summergarrett@sjrstate.edu](mailto:summergarrett@sjrstate.edu)

### **Florida Southwestern State College**

FSW began utilizing the Cengage Unlimited subscription model 2 years ago when it was released in a large required course, CGS1100 (Computing) which then allowed students free access to any other Cengage textbook in any other course using Cengage. Since then, they have pulled many other courses under the Cengage Unlimited model, saving students hundreds of dollars annually since they don't have to purchase course-by-course any longer.

Contact:  
Mary Myers, Dean  
School of Business & Technology  
[mary.myers@fsw.edu](mailto:mary.myers@fsw.edu)  
239.489.9405

### **Seminole State College Business and Information Management**

The program has steadily increased their use of the Cengage Unlimited subscription model to include many foundational courses, but also many smaller courses that typically carry high-priced materials. The Program Manager estimates students are saving hundreds of dollars annually, and he loves that all of the technology platforms are included for one set price but that students can get free print rentals also by just paying the \$7.95 shipping cost.

Contact:  
Bill Dafnis, Associate Professor and Program Manager, Business Administration  
[dafnisb@seminolestate.edu](mailto:dafnisb@seminolestate.edu)

### **Northwest Florida State College and Florida State College at Jacksonville**

These schools used CARES/GEER \$\$ to purchase Cengage Unlimited subscriptions in various programs covered under the GEER initiative. Carpentry, Plumbing and Health-related areas are where I believe they used the subscriptions.

Best,  
Jerri Norris  
Sr. Business Development Director, Cengage Higher Education  
Institutional Solutions  
Mobile: 312.256.7811  
St. Augustine FL  
e: [jerri.norris@cengage.com](mailto:jerri.norris@cengage.com)

Cengage Unlimited Enterprise Content License – for your campus, program, department or student cohort.

**Same best in class course materials at a lower cost, at scale -- 200+ campuses nationwide. [Watch the 1 ½ minute explainer.](#)**

---

**From:** "Norris, Jerri" <jerri.norris@cengage.com>  
**Date:** Monday, January 10, 2022 at 2:01 PM  
**To:** "Mack, Henry" <Henry.Mack@fldoe.org>  
**Cc:** Erin Rock <rock@thesouthern.org>  
**Subject:** Follow-up from last week's meeting with Erin (TSG) and Jerri (Cengage)

Good afternoon, Chancellor Mack:

The Cengage rep I think you may have been referring to when we met last week is Dan Cohen. Does that sound right? He is our Customer Success Manager for the Broward/Miami-Dade area, and he is amazing!

To answer the question you posed regarding a couple of data points for textbook costs/savings, I've listed a few quick examples of where students are saving considerable money by purchasing the Cengage Unlimited subscription instead of buying their books course-by-course. Obviously, the big schools such as MDC, BC, VC, HC and PBSC are where there are big numbers & significant savings across WFD certificate, non-credit and other programs. It's a matter of getting those program directors to pull together data from their instructors as to if they recommend the Cengage Unlimited subscription and how much those materials would have cost if the students had to purchase the items course-by-course. They all use a lot of Cengage.

Cengage is the leader in pre-professional, trades, skills, computing, HVAC, automotive, carpentry, plumbing, health-related fields, cybersecurity, broadband technologies use, criminal justice, health information management, medical billing/coding, early childhood and many other WFD-related programs in addition to our leading presence in the academic courses. Below are 3 contacts that I was able to reach out to & who have a strong handle on textbook affordability as well as savings realized via the Cengage Unlimited subscription model. These just happen to be in the area of business/computing, as they are usually the easiest to catch up with quickly.

#### **St. Johns River State College, BAS Business Program**

Program Director Dr. Karen Balcanoff estimates that "each student is saving at least a couple hundred annually...and those going full time could be saving close to \$1,000" annually.

Contacts:

St. Johns River State College  
Dr. Karen Balcanoff, Director of Organizational Management  
[karenbalcanoff@sjrstate.edu](mailto:karenbalcanoff@sjrstate.edu)

Dr. Summer Garrett  
Professor of Organizational Management  
[summergarrett@sjrstate.edu](mailto:summergarrett@sjrstate.edu)

#### **Florida Southwestern State College**

FSW began utilizing the Cengage Unlimited subscription model 2 years ago when it was released in a large required course, CGS1100 (Computing) which then allowed students free access to any other Cengage textbook in any other course using Cengage. Since then, they have pulled many other courses under the Cengage Unlimited model, saving students hundreds of dollars annually since they don't have to purchase course-by-course any longer.

Contact:

Mary Myers, Dean  
School of Business & Technology  
[mary.myers@fsw.edu](mailto:mary.myers@fsw.edu)  
239.489.9405

#### **Seminole State College Business and Information Management**

The program has steadily increased their use of the Cengage Unlimited subscription model to include many foundational courses, but also many smaller courses that typically carry high-priced materials. The Program Manager estimates students are saving hundreds of dollars annually, and he loves that all of the technology platforms are included for one set price but that students can get free print rentals also by just paying the \$7.95 shipping cost.

Contact:

Bill Dafnis, Associate Professor and Program Manager, Business Administration

[dafnisb@seminolestate.edu](mailto:dafnisb@seminolestate.edu)

### **Northwest Florida State College and Florida State College at Jacksonville**

These schools used CARES/GEER \$\$ to purchase Cengage Unlimited subscriptions in various programs covered under the GEER initiative. Carpentry, Plumbing and Health-related areas are where I believe they used the subscriptions.

Thank you for your time last week, Chancellor Mack. I enjoyed hearing about your focus and goals, and I look forward to the follow-up meeting that you mentioned you'd like to have.

Best,

Jerri Norris

Sr. Business Development Director, Cengage Higher Education

Institutional Solutions

Mobile: 312.256.7811

St. Augustine FL

e: [jerri.norris@cengage.com](mailto:jerri.norris@cengage.com)

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**From:** Rachel Powers-Scanga <rachel.scanga@savvas.com>

**Sent:** Thursday, April 21, 2022 2:25 PM EDT

**To:** Hamilton; Lauren

**CC:** Seeds, Cathy; Baumbach, Amber; heather.boyd@savvas.com <heather.boyd@savvas.com>; andy.yoo@savvas.com <andy.yoo@savvas.com>; kevin.schutz@savvas.com <kevin.schutz@savvas.com>; patricia.cole@savvas.com <patricia.cole@savvas.com>; Ben Koth

**Subject:** Re: FW: Savvas Learning - FL 2021 Math Adoption - Appeal Process

**Attachment(s):** "image001.png", "Screen Shot 2022-04-21 at 2.21.20 PM.png"

Thank you!

We are initiating a review right now, but notice an inconsistency with the previously posted matrix.

The attached feedback documents indicate inclusion of special topics in grade 2 while the matrix posted earlier this week indicates "Y" for inclusion of special topics in grade 1. Can we please get a quick clarification on this so we can direct our time and attention to the correct grade band?

Thank you.

Rachel

Screen Shot 2022-04-21 at 2.21.20 PM.png

On Thu, Apr 21, 2022 at 1:59 PM Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)> wrote:

Good afternoon,

Thank you so much for your inquiry. Attached is our initial findings from the review process of both standards alignment (full evaluations for materials attached) and any special topics findings. Only materials and standards that were rated at a 3-Fair or below, are of interest for the purpose of non-adoption. All findings are attached to this email and we welcome further conversation regarding these findings and ensuring all your materials are appropriate for Florida classrooms.

Also, please advise if you believe you have proprietary materials of a nature that would prevent the department from disclosing them as public records. If so, please identify the grounds for that claim.

Lauren Hamilton

Instructional Materials Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street, Suite 424

Tallahassee, FL 32399-0400

850-245-0882 Office

850-245-0826 Fax

FDOE\_Public Schools Signature (005)

**From:** Rachel Powers-Scanga <[rachel.scanga@savvas.com](mailto:rachel.scanga@savvas.com)>  
**Sent:** Wednesday, April 20, 2022 2:10 PM  
**To:** Chris Wawack <[chris.wawack@savvas.com](mailto:chris.wawack@savvas.com)>  
**Cc:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Heather Boyd <[heather.boyd@savvas.com](mailto:heather.boyd@savvas.com)>; Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; Andy Yoo <[andy.yoo@savvas.com](mailto:andy.yoo@savvas.com)>; Kevin Schutz <[kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com)>; Patricia Cole <[patricia.cole@savvas.com](mailto:patricia.cole@savvas.com)>  
**Subject:** Re: Savvas Learning - FL 2021 Math Adoption - Appeal Process

Cathy, Lauren & James,

When you reach out to Savvas today to schedule time for feedback, can you contact me directly @ 813-838-4532?

Patti, our listed contact is out of office today and we do not want to delay.

Thank you so much. We look forward to moving forward in this process.

Rachel Scanga

Director of Sales

On Mon, Apr 18, 2022 at 7:08 PM Chris Wawack <[chris.wawack@savvas.com](mailto:chris.wawack@savvas.com)> wrote:

Hi Lauren, Cathy, and James:

For the Florida Math 2021 Adoption, we have received and reviewed the Adopted and Non-Adopted Lists that FLDOE posted recently to its website. We intend to submit an appeal for the following Savvas Learning submissions that were not adopted.

At this time, we would like to request any information you can share as to the reasons for the decision not to adopt our submissions, including any evaluation reports from reviewers. For our submissions that were not approved due to the "inclusion of special topics," can you please provide a definition or description of these "special topics" and a list of any objectionable content found in the submissions.

**Savvas Learning Non-Adopted Math Instructional Materials**

| FL Bid ID# | Title                                         | Edition | Copyright | Course ID | Course                         |
|------------|-----------------------------------------------|---------|-----------|-----------|--------------------------------|
| 380        | enVision Florida B.E.S.T. Mathematics Grade K | 1       | 2023      | 5012020   | Grade Kindergarten Mathematics |
| 381        | enVision Florida B.E.S.T. Mathematics Grade 1 | 1       | 2023      | 5012030   | Grade One Mathematics          |
| 382        | enVision Florida B.E.S.T. Mathematics Grade 2 | 1       | 2023      | 5012040   | Grade Two Mathematics          |
| 383        | enVision Florida B.E.S.T. Mathematics Grade 3 | 1       | 2023      | 5012050   | Grade Three Mathematics        |
| 384        | enVision Florida B.E.S.T. Mathematics Grade 4 | 1       | 2023      | 5012060   | Grade Four Mathematics         |
| 385        | enVision Florida B.E.S.T. Mathematics Grade 5 | 1       | 2023      | 5012070   | Grade Five Mathematics         |
| 390        | enVision Florida B.E.S.T. Mathematics Grade 7 | 1       | 2023      | 1205040   | Grade Seven Mathematics        |

|     |                                                     |   |      |         |                                             |
|-----|-----------------------------------------------------|---|------|---------|---------------------------------------------|
| 395 | Stats: Modeling the World                           | 5 | 2019 | 1210300 | Probability and Statistics Honors           |
| 397 | Algebra and Trigonometry                            | 7 | 2022 | 1200700 | Mathematics for College Algebra             |
| 398 | Stats In Your World                                 | 3 | 2020 | 1210305 | Mathematics for College Statistics          |
| 400 | Elementary Statistics: Picturing the World          | 7 | 2019 | 1210305 | Mathematics for College Statistics          |
| 401 | Thinking Mathematically                             | 7 | 2019 | 1207350 | Mathematics for College Liberal Arts        |
| 403 | Precalculus: Enhanced with Graphing Utilities       | 8 | 2021 | 1202340 | Precalculus Honors                          |
| 404 | Precalculus                                         | 7 | 2022 | 1202340 | Precalculus Honors                          |
| 407 | Thinking Quantitatively: Communicating with Numbers | 2 | 2020 | 1200387 | Mathematics for Data and Financial Literacy |

Thanks for all your help and guidance on this matter. If you need any more information from us or would like to discuss, please do not hesitate contacting me.

--

**Chris Wawack**

Manager, Adoption Contracts

**Savvas Learning Company**

Tel: (857) 353-5606

[savvas.com](http://savvas.com) | [@savvaslearning](https://twitter.com/savvaslearning)



**From:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Sent:** Wednesday, May 18, 2022 3:17 PM EDT

**To:** Baumbach; Amber

**CC:** Bennett, Wayne; Patton, Sallie; Tullis, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Starling, Courtney; Silva, Peter; Danaher, Cathleen; Sheridan, Dawn

**Subject:** RE: Grade 8 PDFs Email 4 of 4

**Attachment(s):** "image001.png"

Hi Amber,

We have received the invite and will be on the call at 10am.

Regards,

Kim

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Sent:** Wednesday, May 18, 2022 2:30 PM

**To:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Starling, Courtney <Courtney.Starling@fldoe.org>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>; Sheridan, Dawn <Dawn.Sheridan@mheducation.com>

**Subject:** RE: Grade 8 PDFs Email 4 of 4

**\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\***

Hi Kim,

Our content specialist, Courtney, has reviewed your edits for grade 8 and would like to discuss a couple of the remaining standards. Grade 1 has been approved, so we will only be discussing Grade 8. I've attached the spreadsheet with her comments for your review. I've scheduled a call for tomorrow at 10:00 am. Please see below for the meeting link.

McGraw Hill

Thu, May 19, 2022 10:00 AM - 10:30 AM (EDT)

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Thank you,

Amber Baumbach

Library Media & Instructional Materials Program Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street

Tallahassee, FL 32399-0400

850-245-9115

DOE email signature

---

**From:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Sent:** Tuesday, May 17, 2022 11:47 AM

**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>;

Rivers1, Angelia <[Angelina.Rivers1@fldoe.org](mailto:Angelina.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>; Sheridan, Dawn <[Dawn.Sheridan@mheducation.com](mailto:Dawn.Sheridan@mheducation.com)>

**Subject:** Grade 8 PDFs Email 4 of 4

Amber,  
Attaching final set of PDFs.

Regards,  
Kim

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**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>

**Sent:** Wednesday, May 18, 2022 8:13 AM EDT

**To:** Harvey; Kim

**CC:** Bennett, Wayne; Patton, Sallie; Tullos, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter; Danaher, Cathleen; Sheridan, Dawn

**Subject:** RE: Grade 8 PDFs Email 4 of 4

**Attachment(s):** "image001.png"

Hi Kim,

It looks like we still need the PDF of lesson 8-4 to complete the review.

Thanks!

Amber Baumbach

Library Media & Instructional Materials Program Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street

Tallahassee, FL 32399-0400

850-245-9115

DOE email signature

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**Sent:** Tuesday, May 17, 2022 11:47 AM

**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa <lisa.tullos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>; Sheridan, Dawn <Dawn.Sheridan@mheducation.com>

**Subject:** Grade 8 PDFs Email 4 of 4

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Regards,

Kim

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**Sent:** Wednesday, May 18, 2022 2:28 PM EDT

**To:** Harvey; Kim

**CC:** Bennett, Wayne; Patton, Sallie; Tullos, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter; Danaher, Cathleen; Sheridan, Dawn

**Subject:** RE: Grade 8 PDFs Email 4 of 4

**Attachment(s):** "Publisher Appeal McGraw Hill Grade 8 Mathematics\_05.18.xlsx", "image001.png"

Hi Kim,

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Thank you,

Amber Baumbach

Library Media & Instructional Materials Program Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street

Tallahassee, FL 32399-0400

850-245-9115

DOE email signature

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**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa <lisa.tullos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>; Sheridan, Dawn <Dawn.Sheridan@mheducation.com>

**Subject:** Grade 8 PDFs Email 4 of 4

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Regards,

Kim

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A

B

C

D

COURSE Grade 8 Mathematics

BID 419

|    | A                                       | B                                            | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | D                                                                    |
|----|-----------------------------------------|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| 1  |                                         |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                      |
| 2  |                                         |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                      |
|    | <b>Standard Below 3 (if applicable)</b> | <b>Special Topic Concern (if applicable)</b> | <b>Publisher Correction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Link to correction in materials</b>                               |
| 3  | MA.8.AR.3.5                             |                                              | Reviewer comment: "Many related standards, but a lack of explicit instruction for Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form."<br><br>Lesson 4-5 was updated to show the correct benchmark, MA.8.AR.3.3.<br><br>Lesson 4-7 was updated to include a real world example to provide better alignment to MA.8.AR.3.5.                                                                                                                                                                                                                                                                                                                                                                                      | <a href="#">link to 4-5 SE</a>                                       |
| 4  |                                         |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <a href="#">link to 4-5 TE</a>                                       |
| 5  |                                         |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <a href="#">link to 4-7 SE</a>                                       |
| 6  |                                         |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                      |
| 7  | MA.8.DP.1.2                             |                                              | Reviewer 1 comment: "Feels like this standard should have more opportunity to practice, separate from MA.8.DP.1.1"<br><br>Lesson 9-1 Practice (exercise 5) was updated to include a scatterplot so that students have opportunity to interpret scatterplots without having to construct first and then interpret.<br><br>All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital forms. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALEKS, a research-based, online learning program that provides the individual support required for every student to achieve mastery. | <a href="#">link to 4-7 TE</a><br><br><a href="#">link to 9-1 SE</a> |
| 8  |                                         |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <a href="#">link to 9-1 TE</a>                                       |
| 9  | MA.8.DP.2.3                             |                                              | Reviewer 1 comment: "Use of the language 'relative frequency' is incorrect throughout the lessons aligned to this benchmark. Relative frequency is not part of this benchmark."                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <a href="#">link to 10-3 SE</a>                                      |
| 10 |                                         |                                              | Lesson 10-2 was updated to replace all instances of relative frequency to experimental probability.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <a href="#">link to 10-3 TE</a>                                      |
| 11 |                                         |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <a href="#">link to 10-4 SE</a>                                      |
| 12 |                                         |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                      |
| 13 | MA.8.GR.2.1                             |                                              | Reviewer comment: "Inadequate practice problems are provided. More scaffolding is needed. This concept needs lots of practice and reinforcement with more student-friendly real-world problems."<br><br>Lesson 8-4 was updated to provide real-world example in Example 1. Practice exercises were updated to align to the revised example.<br><br>All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital forms. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a                                                                                                                                                                                                 | <a href="#">link to 10-4 TE</a>                                      |
| 14 |                                         |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                      |
| 15 | MA.8.GR.2.2                             |                                              | Reviewer comment: "Content aligns nicely to the standard, but there are not enough examples for the struggling students to feel success with the concepts. Excellent exposure and examples for the students who need enrichment."<br><br>Lesson 8-5 was updated with revised instruction to help struggling students connect scale factor (learned in Grade 7) to dilation by looking at a non-geometric real world figures.<br><br>All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-                                                                                                                                                                                                                                                                                                                          | See revised 8-5 SE                                                   |
| 16 |                                         |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                      |

|    | E                                                                                                                                                                                                                                                                                                  | F                                                                                                                                                                              | G                                                                                                                                                             | H |  |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|
| 1  |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                | <p align="center"><b>Reviewer Evaluation Scale:</b></p> <p align="center">5- Very Good<br/>4- Good<br/>3- Fair<br/>2- Poor<br/>1 - Very Poor/No Alignment</p> |   |  |
| 2  |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                |                                                                                                                                                               |   |  |
| 3  | FLDOE Comments from math specialist                                                                                                                                                                                                                                                                | Publisher re-submission                                                                                                                                                        |                                                                                                                                                               |   |  |
| 4  | Alignment is fine                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                |                                                                                                                                                               |   |  |
| 5  | Alignment is fine                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                |                                                                                                                                                               |   |  |
| 6  | Wondering: Lesson 4-5 has reference to Access points but 4-7 does not. Should both lessons reference AP? Additionally, these were not officially adopted until March so have these been updated to reflect any changes?                                                                            |                                                                                                                                                                                |                                                                                                                                                               |   |  |
| 7  | Alignment is fine; having to construct a scatter plot and then interpret it should be part of instruction as benchmarks are not taught in isolation.                                                                                                                                               |                                                                                                                                                                                |                                                                                                                                                               |   |  |
| 8  | What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.                                                                               |                                                                                                                                                                                |                                                                                                                                                               |   |  |
| 9  | What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade                                                                                      |                                                                                                                                                                                |                                                                                                                                                               |   |  |
| 10 | What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade                                                                                      |                                                                                                                                                                                |                                                                                                                                                               |   |  |
| 11 | What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade                                                                                      |                                                                                                                                                                                |                                                                                                                                                               |   |  |
| 12 | Lesson should include more examples on having students identify the transformation and should include more examples where not on the coordinate plane. Should there be AP referenced here like other lessons?                                                                                      | Lesson 8-4 was revised to focus on reflections, translations, and rotations not on the coordinate grid. The revisions include updates to instruction, examples, and exercises. | No expectation for students to determine congruence between figures as that is HS Geometry.                                                                   |   |  |
| 13 | Lesson should include more examples of dilations not on the coordinate plane. What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level. | The TE for lesson 8-4 will be updated and placed in the flipbook.                                                                                                              | Alignment is fine to MA.8.GR.2.3 as long as there is another lesson with other transformations on the coordinate plane.                                       |   |  |
| 14 | Materials need to include examples of dilations not on the coordinate plane. What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.  | This benchmark alignment for this lesson was updated to MA.8.GR.2.2 since the content focuses on dilations on the coordinate grid.                                             |                                                                                                                                                               |   |  |
| 15 |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                |                                                                                                                                                               |   |  |
| 16 |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                |                                                                                                                                                               |   |  |

|    | A           | B | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | D                               |
|----|-------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| 17 | MA.8.GR.2.2 |   | 20' practice exercises available as Additional Practice in both print-based and digital forms. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a Reviewer comment: "Content aligns nicely to the standard, but there are not enough examples for the struggling students to feel success with the concepts. Excellent exposure and examples for the students who need enrichment."                                                                                                                                                                                                                                                                                                                                                                     | See revised 8-6 SE              |
| 18 |             |   | Lesson 8-5 was updated with revised instruction to help struggling students connect scale factor (learned in Grade 7) to dilation by looking at a non-geometric real world figures.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                 |
| 19 |             |   | All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital forms. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a Reviewer comment: "Some of the problems in the practice for this benchmark are not aligned well or outside the limits/clarifications. There are not enough examples for the struggling students to feel success with the concepts. Nice exposure and examples for the students who need enrichment. Application problems in section 8.1 practice are not at all connected to the benchmark;" Section 8-2 'Build Perseverance' problem is way outside the limits/clarifications for this benchmark." | <a href="#">link to 8-1 SE</a>  |
| 20 |             |   | Lesson 8-1 was updated with a revised Apply problem and corresponding practice exercises for stronger alignment to the benchmark.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |
| 21 |             |   | All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital formats. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALJKS, a <del>research-based, real-world, contextualized, individualized, and adaptive</del> benchmark-based, real-world, contextualized, individualized, and adaptive benchmark-based, real-world, contextualized, individualized, and adaptive                                                                                                                                                             | <a href="#">link to 8-1 TTE</a> |
| 22 |             |   | Lesson 8-2 was updated with a revised Build Perseverance exercise for a stronger alignment to the benchmark and clarifications.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <a href="#">link to 8-2 SE</a>  |
| 23 |             |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <a href="#">link to 8-2 TTE</a> |
| 24 |             |   | Reviewer comment: "Did not see explicit reference to order of operations. Did not see many examples where students were asked to solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals."                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <a href="#">link to 2-1 SE</a>  |
| 25 |             |   | Lesson 2-1 was updated with two revised examples: one that includes instruction for order of operations and a second that provides instruction on solving multi-step real-world problems involving the order of operations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <a href="#">link to 2-1 TTE</a> |
| 26 |             |   | MA.8.NSO.1.7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | See updated 2-2 SE              |
| 27 |             |   | MA.8.NSO.1.7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                 |
| 28 |             |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | See updated 3-2 SE              |
| 29 |             |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                 |

|    | E                                                                                                                                                                                                                                                                                                | F                                                                                                                                                                                                                    | G                                                                                           | H |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---|
| 17 | Materials need to include examples of dilations not on the coordinate plane. What is intent of connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level. | The TE for lesson 8-5 will be updated and placed in the flipbook.<br>Lesson 8-6 was revised to focus on dilations not on the coordinate grid. The revisions include updates to instruction, examples, and exercises. |                                                                                             |   |
| 18 |                                                                                                                                                                                                                                                                                                  | The TE for lesson 8-6 will be updated and placed in the flipbook.                                                                                                                                                    | No expectation for students to determine similarity between figures as that is HS Geometry. |   |
| 19 |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                      |                                                                                             |   |
| 20 | Alignment is fine<br>What is intent of "connecting benchmark"? In this case, since it refers to grade 6 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.                                                        |                                                                                                                                                                                                                      |                                                                                             |   |
| 21 |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                      |                                                                                             |   |
| 22 | Alignment is fine<br>What is intent of "connecting benchmark"? In this case, since it refers to grade 6 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.                                                        |                                                                                                                                                                                                                      |                                                                                             |   |
| 23 |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                      |                                                                                             |   |
| 24 | The updated examples are aligned but would like to see more examples of real-world. Wondering if this is embedded within other lessons that involve rational numbers (exponents and radicals).                                                                                                   |                                                                                                                                                                                                                      |                                                                                             |   |
| 25 |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                      |                                                                                             |   |
| 26 |                                                                                                                                                                                                                                                                                                  | The examples and exercises in Lesson 2-2 provide additional opportunities for students to meet the expectation of MA.8.NSO.1.7.<br>The TE for lesson 2-2 will be updated and placed in the flipbook.                 | Alignment is fine                                                                           |   |
| 27 |                                                                                                                                                                                                                                                                                                  | The examples and exercises in Lesson 3-2 provide additional opportunities for students to meet the expectation of MA.8.NSO.1.7.<br>The TE for lesson 3-2 will be updated and placed in the flipbook.                 | Alignment is fine                                                                           |   |
| 28 |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                      |                                                                                             |   |
| 29 |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                      |                                                                                             |   |



|    | A | B                                                                                                                       | C                                                                                                                                                                                                                                                                                                                                             | D |
|----|---|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 30 |   | Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials? | Reviewer 1 comment: "No evidence of Critical Race Theory was noted within the instructional materials." Reviewer 2 comment: "Nothing noticed." Reviewer 3 comment: "No evidence of topic coverage."<br><br>We do not include Critical Race Theory in our instructional materials, and no reviewer found any evidence of CRT in our materials. |   |

**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>  
**Sent:** Wednesday, May 18, 2022 2:29 PM EDT  
**To:** Harvey; Kim  
**CC:** Bennett, Wayne; Patton, Sallie; Tullos, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Starling, Courtney; Silva, Peter; Danaher, Cathleen; Sheridan, Dawn  
**Subject:** RE: Grade 8 PDFs Email 4 of 4  
**Attachment(s):** "Publisher Appeal McGraw Hill Grade 8 Mathematics\_05.18.xlsx", "image001.png"

Hi Kim,

Our content specialist, Courtney, has reviewed your edits for grade 8 and would like to discuss a couple of the remaining standards. Grade 1 has been approved, so we will only be discussing Grade 8. I've attached the spreadsheet with her comments for your review. I've scheduled a call for tomorrow at 10:00 am. Please see below for the meeting link.

McGraw Hill  
Thu, May 19, 2022 10:00 AM - 10:30 AM (EDT)

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Or dial directly: 127887461@67.217.95.2 or 67.217.95.2##127887461

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Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

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**From:** Harvey, Kim <Kim.Harvey@mheducation.com>  
**Sent:** Tuesday, May 17, 2022 11:47 AM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa <lisa.tullos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>; Sheridan, Dawn <Dawn.Sheridan@mheducation.com>  
**Subject:** Grade 8 PDFs Email 4 of 4

Amber,  
Attaching final set of PDFs.

Regards,  
Kim

The information contained in this message may be confidential and/or constitute a privileged attorney-client document. If the reader of this message is not the intended recipient, or an employee or agent responsible for delivering this message to the intended recipient, you are hereby notified that any dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please notify McGraw-Hill immediately by replying to the message and deleting it from your computer. Thank you.

A

B

C

D

## COURSE Grade 8 Mathematics

BID 419

|    | A                                       | B                                            | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | D                                                                |
|----|-----------------------------------------|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| 1  |                                         |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                  |
| 2  |                                         |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                  |
|    | <b>Standard Below 3 (if applicable)</b> | <b>Special Topic Concern (if applicable)</b> | <b>Publisher Correction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Link to correction in materials</b>                           |
| 3  | MA.8.AR.3.5                             |                                              | Reviewer comment: "Many related standards, but a lack of explicit instruction for Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form."<br><br>Lesson 4-5 was updated to show the correct benchmark, MA.8.AR.3.3.<br><br>Lesson 4-7 was updated to include a real world example to provide better alignment to MA.8.AR.3.5.                                                                                                                                                                                                                                                                                                                                                                                      | <a href="#">link to 4-5 SE</a>                                   |
| 4  |                                         |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <a href="#">link to 4-5 TE</a>                                   |
| 5  |                                         |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <a href="#">link to 4-7 SE</a>                                   |
| 6  |                                         |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                  |
| 7  | MA.8.DP.1.2                             |                                              | Reviewer 1 comment: "Feels like this standard should have more opportunity to practice, separate from MA.8.DP.1.1"<br><br>Lesson 9-1 Practice (exercise 5) was updated to include a scatterplot so that students have opportunity to interpret scatterplots without having to construct first and then interpret.<br><br>All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital forms. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALEKS, a research-based, online learning program that provides the individual support required for every student to achieve mastery. | <a href="#">link to 4-7 TE</a><br><a href="#">link to 9-1 SE</a> |
| 8  |                                         |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <a href="#">link to 9-1 TE</a>                                   |
| 9  | MA.8.DP.2.3                             |                                              | Reviewer 1 comment: "Use of the language 'relative frequency' is incorrect throughout the lessons aligned to this benchmark. Relative frequency is not part of this benchmark."                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <a href="#">link to 10-3 SE</a>                                  |
| 10 |                                         |                                              | Lesson 10-2 was updated to replace all instances of relative frequency to experimental probability.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <a href="#">link to 10-3 TE</a>                                  |
| 11 |                                         |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <a href="#">link to 10-4 SE</a>                                  |
| 12 |                                         |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                  |
| 13 | MA.8.GR.2.1                             |                                              | Reviewer comment: "Inadequate practice problems are provided. More scaffolding is needed. This concept needs lots of practice and reinforcement with more student-friendly real-world problems."<br><br>Lesson 8-4 was updated to provide real-world example in Example 1. Practice exercises were updated to align to the revised example.<br><br>All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital forms. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a                                                                                                                                                                                                 | <a href="#">link to 10-4 TE</a>                                  |
| 14 |                                         |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                  |
| 15 | MA.8.GR.2.2                             |                                              | Reviewer comment: "Content aligns nicely to the standard, but there are not enough examples for the struggling students to feel success with the concepts. Excellent exposure and examples for the students who need enrichment."<br><br>Lesson 8-5 was updated with revised instruction to help struggling students connect scale factor (learned in Grade 7) to dilation by looking at a non-geometric real world figures.<br><br>All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-                                                                                                                                                                                                                                                                                                                          | See revised 8-5 SE                                               |
| 16 |                                         |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                  |

|    | E                                                                                                                                                                                                                                                                                                  | F                                                                                                                                                                                                    | G                                                                                                                                                            | H |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 1  |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                      | <p align="center"><b>Reviewer Evaluation Scale:</b></p> <p align="center">5- Very Good<br/>4- Good<br/>3- Fair<br/>2- Poor<br/>1- Very Poor/No Alignment</p> |   |
| 2  |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                      |                                                                                                                                                              |   |
| 3  | FLDOE Comments from math specialist                                                                                                                                                                                                                                                                | Publisher re-submission                                                                                                                                                                              |                                                                                                                                                              |   |
| 4  | Alignment is fine                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                      |                                                                                                                                                              |   |
| 5  | Alignment is fine                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                      |                                                                                                                                                              |   |
| 6  | Wondering: Lesson 4-5 has reference to Access points but 4-7 does not. Should both lessons reference AP? Additionally, these were not officially adopted until March so have these been updated to reflect any changes?                                                                            |                                                                                                                                                                                                      |                                                                                                                                                              |   |
| 7  | Alignment is fine; having to construct a scatter plot and then interpret it should be part of instruction as benchmarks are not taught in isolation.                                                                                                                                               |                                                                                                                                                                                                      |                                                                                                                                                              |   |
| 8  | What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.                                                                               |                                                                                                                                                                                                      |                                                                                                                                                              |   |
| 9  | What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade                                                                                      |                                                                                                                                                                                                      |                                                                                                                                                              |   |
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| 13 | Lesson should include more examples of dilations not on the coordinate plane. What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level. | The TE for lesson 8-4 will be updated and placed in the flipbook. This benchmark alignment for this lesson was updated to MA.8.GR.2.2 since the content focuses on dilations on the coordinate grid. | Alignment is fine to MA.8.GR.2.3 as long as there is another lesson with other transformations on the coordinate plane.                                      |   |
| 14 |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                      |                                                                                                                                                              |   |
| 15 |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                      |                                                                                                                                                              |   |
| 16 |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                      |                                                                                                                                                              |   |

|    | A            | B | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | D                                                                 |
|----|--------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| 17 | MA.8.GR.2.2  |   | 20' practice exercises available as Additional Practice in both print-based and digital forms. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a Reviewer comment: "Content aligns nicely to the standard, but there are not enough examples for the struggling students to feel success with the concepts. Excellent exposure and examples for the students who need enrichment."<br>Lesson 8-5 was updated with revised instruction to help struggling students connect scale factor (learned in Grade 7) to dilation by looking at a non-geometric real world figures.                                                                                                                                                                                                                                                                                                                   | See revised 8-6 SE                                                |
| 18 |              |   | All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital forms. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a Reviewer comment: "Some of the problems in the practice for this benchmark are not aligned well or outside the limits/clarifications. There are not enough examples for the struggling students to feel success with the concepts. Nice exposure and examples for the students who need enrichment. Application problems in section 8.1 practice are not at all connected to the benchmark;" Section 8-2 'Build Perseverance' problem is way outside the limits/clarifications for this benchmark."<br>Lesson 8-1 was updated with a revised Apply problem and corresponding practice exercises for stronger alignment to the benchmark. | <a href="#">link to 8-1 SE</a>                                    |
| 19 | MA.8.GR.2.3  |   | All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital formats. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALJKS, a <del>research-based, real-world, contextualized, individualized, and adaptive</del> benchmark-based, real-world, contextualized, individualized, and adaptive benchmark and clarifications.<br>Lesson 8-2 was updated with a revised Build Perseverance exercise for a stronger alignment to the benchmark and clarifications.                                                                                                                                                                                                           | <a href="#">link to 8-1 TTE</a><br><a href="#">link to 8-2 SE</a> |
| 20 |              |   | All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital formats. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALJKS, a <del>research-based, real-world, contextualized, individualized, and adaptive</del> benchmark-based, real-world, contextualized, individualized, and adaptive benchmark and clarifications.<br>Lesson 8-2 was updated with a revised Build Perseverance exercise for a stronger alignment to the benchmark and clarifications.                                                                                                                                                                                                           | <a href="#">link to 8-1 TTE</a><br><a href="#">link to 8-2 SE</a> |
| 21 | MA.8.GR.2.3  |   | All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital formats. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALJKS, a <del>research-based, real-world, contextualized, individualized, and adaptive</del> benchmark-based, real-world, contextualized, individualized, and adaptive benchmark and clarifications.<br>Lesson 8-2 was updated with a revised Build Perseverance exercise for a stronger alignment to the benchmark and clarifications.                                                                                                                                                                                                           | <a href="#">link to 8-1 TTE</a><br><a href="#">link to 8-2 SE</a> |
| 22 |              |   | All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital formats. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALJKS, a <del>research-based, real-world, contextualized, individualized, and adaptive</del> benchmark-based, real-world, contextualized, individualized, and adaptive benchmark and clarifications.<br>Lesson 8-2 was updated with a revised Build Perseverance exercise for a stronger alignment to the benchmark and clarifications.                                                                                                                                                                                                           | <a href="#">link to 8-2 TTE</a>                                   |
| 23 |              |   | All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital formats. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALJKS, a <del>research-based, real-world, contextualized, individualized, and adaptive</del> benchmark-based, real-world, contextualized, individualized, and adaptive benchmark and clarifications.<br>Lesson 8-2 was updated with a revised Build Perseverance exercise for a stronger alignment to the benchmark and clarifications.                                                                                                                                                                                                           | <a href="#">link to 8-2 TTE</a>                                   |
| 24 | MA.8.NSO.1.7 |   | Reviewer comment: "Did not see explicit reference to order of operations. Did not see many examples where students were asked to solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals."<br>Lesson 2-1 was updated with two revised examples: one that includes instruction for order of operations and a second that provides instruction on solving multi-step real-world problems involving the order of operations.                                                                                                                                                                                                                                                                                                                                                                                                                                       | <a href="#">link to 2-1 SE</a>                                    |
| 25 |              |   | Reviewer comment: "Did not see explicit reference to order of operations. Did not see many examples where students were asked to solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals."<br>Lesson 2-1 was updated with two revised examples: one that includes instruction for order of operations and a second that provides instruction on solving multi-step real-world problems involving the order of operations.                                                                                                                                                                                                                                                                                                                                                                                                                                       | <a href="#">link to 2-1 TTE</a>                                   |
| 26 | MA.8.NSO.1.7 |   | Reviewer comment: "Did not see explicit reference to order of operations. Did not see many examples where students were asked to solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals."<br>Lesson 2-1 was updated with two revised examples: one that includes instruction for order of operations and a second that provides instruction on solving multi-step real-world problems involving the order of operations.                                                                                                                                                                                                                                                                                                                                                                                                                                       | See updated 2-2 SE                                                |
| 27 |              |   | Reviewer comment: "Did not see explicit reference to order of operations. Did not see many examples where students were asked to solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals."<br>Lesson 2-1 was updated with two revised examples: one that includes instruction for order of operations and a second that provides instruction on solving multi-step real-world problems involving the order of operations.                                                                                                                                                                                                                                                                                                                                                                                                                                       | See updated 3-2 SE                                                |
| 28 | MA.8.NSO.1.7 |   | Reviewer comment: "Did not see explicit reference to order of operations. Did not see many examples where students were asked to solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals."<br>Lesson 2-1 was updated with two revised examples: one that includes instruction for order of operations and a second that provides instruction on solving multi-step real-world problems involving the order of operations.                                                                                                                                                                                                                                                                                                                                                                                                                                       | See updated 3-2 SE                                                |
| 29 |              |   | Reviewer comment: "Did not see explicit reference to order of operations. Did not see many examples where students were asked to solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals."<br>Lesson 2-1 was updated with two revised examples: one that includes instruction for order of operations and a second that provides instruction on solving multi-step real-world problems involving the order of operations.                                                                                                                                                                                                                                                                                                                                                                                                                                       | See updated 3-2 SE                                                |

|    | E                                                                                                                                                                                                                                                                                                | F                                                                                                                                                                                                                    | G                                                                                           | H |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---|
| 17 | Materials need to include examples of dilations not on the coordinate plane. What is intent of connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level. | The TE for lesson 8-5 will be updated and placed in the flipbook.<br>Lesson 8-6 was revised to focus on dilations not on the coordinate grid. The revisions include updates to instruction, examples, and exercises. |                                                                                             |   |
| 18 |                                                                                                                                                                                                                                                                                                  | The TE for lesson 8-6 will be updated and placed in the flipbook.                                                                                                                                                    | No expectation for students to determine similarity between figures as that is HS Geometry. |   |
| 19 |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                      |                                                                                             |   |
| 20 | Alignment is fine<br>What is intent of "connecting benchmark"? In this case, since it refers to grade 6 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.                                                        |                                                                                                                                                                                                                      |                                                                                             |   |
| 21 |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                      |                                                                                             |   |
| 22 | Alignment is fine<br>What is intent of "connecting benchmark"? In this case, since it refers to grade 6 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.                                                        |                                                                                                                                                                                                                      |                                                                                             |   |
| 23 |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                      |                                                                                             |   |
| 24 | The updated examples are aligned but would like to see more examples of real-world. Wondering if this is embedded within other lessons that involve rational numbers (exponents and radicals).                                                                                                   |                                                                                                                                                                                                                      |                                                                                             |   |
| 25 |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                      |                                                                                             |   |
| 26 |                                                                                                                                                                                                                                                                                                  | The examples and exercises in Lesson 2-2 provide additional opportunities for students to meet the expectation of MA.8.NSO.1.7.<br>The TE for lesson 2-2 will be updated and placed in the flipbook.                 | Alignment is fine                                                                           |   |
| 27 |                                                                                                                                                                                                                                                                                                  | The examples and exercises in Lesson 3-2 provide additional opportunities for students to meet the expectation of MA.8.NSO.1.7.<br>The TE for lesson 3-2 will be updated and placed in the flipbook.                 | Alignment is fine                                                                           |   |
| 28 |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                      |                                                                                             |   |
| 29 |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                      |                                                                                             |   |

|    | A | B                                                                                                                       | C                                                                                                                                                                                                                                                                                                                                             | D |
|----|---|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 30 |   | Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials? | Reviewer 1 comment: "No evidence of Critical Race Theory was noted within the instructional materials." Reviewer 2 comment: "Nothing noticed." Reviewer 3 comment: "No evidence of topic coverage."<br><br>We do not include Critical Race Theory in our instructional materials, and no reviewer found any evidence of CRT in our materials. |   |

**From:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Sent:** Wednesday, May 18, 2022 10:28 AM EDT

**To:** Baumbach; Amber

**CC:** Bennett, Wayne; Patton, Sallie; Tullos, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter; Danaher, Cathleen; Sheridan, Dawn

**Subject:** RE: Grade 8 PDFs Email 4 of 4

**Attachment(s):** "SE L8-4.pdf", "image001.png"

Hi Amber,

Thank you for bringing this to my attention. The PDF for lesson 8-4 is attached.

Regards,

Kim

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Sent:** Wednesday, May 18, 2022 8:14 AM

**To:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa <lisa.tullos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>; Sheridan, Dawn <Dawn.Sheridan@mheducation.com>

**Subject:** RE: Grade 8 PDFs Email 4 of 4

**\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\***

Hi Kim,

It looks like we still need the PDF of lesson 8-4 to complete the review.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Sent:** Tuesday, May 17, 2022 11:47 AM

**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa <lisa.tullos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>; Sheridan, Dawn <Dawn.Sheridan@mheducation.com>

**Subject:** Grade 8 PDFs Email 4 of 4

Amber,

Attaching final set of PDFs.

Regards,

Kim

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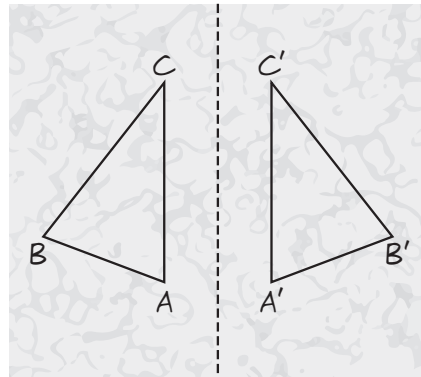




Watch the video to learn about some properties of reflections.

The video shows how to reflect a triangle using tracing paper.

**Step 1** Draw  $\triangle ABC$  on tracing paper. Draw a dotted line (the line of reflection) on the paper as shown.



**Step 2** Fold the paper along the dotted line. Trace the triangle onto the folded portion of the tracing paper. Unfold and label the vertices  $A'$ ,  $B'$ , and  $C'$ .

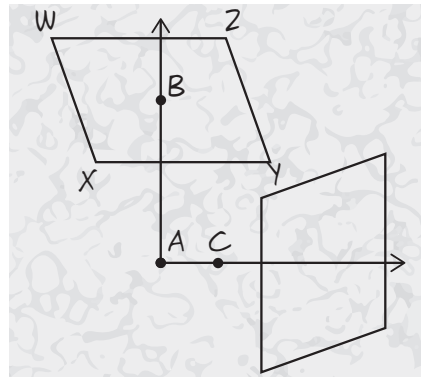
Use a ruler to measure side  $AB$  and side  $A'B'$ . Use a protractor to measure  $\angle C$  and  $\angle C'$ . Did the size of the triangle change after the reflection? \_\_\_\_\_

So, the reflection of the figure does not change its shape or size.



Watch the video to learn about some properties of rotations.

The video shows how to rotate a parallelogram using tracing paper.



**Step 1** Place a piece of tracing paper over parallelogram  $WXYZ$  shown. Copy the parallelogram. Trace points  $A$ ,  $B$ ,  $C$ , and  $\overrightarrow{AB}$ .

**Step 2** Place the eraser end of your pencil on point  $A$ . Turn the tracing paper to the right until  $\overrightarrow{AB}$  passes through point  $C$ .

Use a ruler to measure side  $WX$  and its corresponding side on the image. Use a protractor to measure  $\angle Y$  and its corresponding angle on the image. Did the size of the parallelogram change after the rotation? \_\_\_\_\_

So, the rotation of the figure does not change its shape or size.

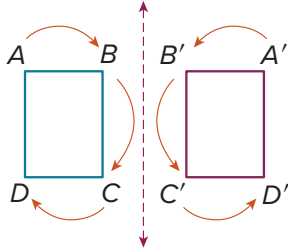
You can show two figures are **congruent** if the second can be obtained from the first by a rotation, reflection, or a translation.

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| Vendor: SPi-Global | Grade: 8          |          |

## Learn Identify Transformations

The order in which the vertices of a figure are named determines the figure's orientation. In the reflection shown, the vertices of the preimage are named in a clockwise direction, but the vertices of the image are named in a counterclockwise direction. The orientation has been reversed.



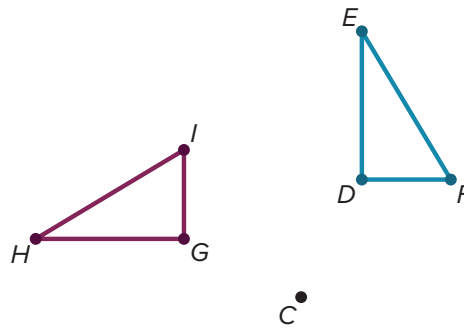
If you have two congruent figures, you can determine the transformation that maps one figure onto the other by analyzing the orientation of the figures.

| Translation                                                                                           | Reflection                                                                                            |
|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>length is the same</li> <li>orientation is the same</li> </ul> | <ul style="list-style-type: none"> <li>length is the same</li> <li>orientation is reversed</li> </ul> |
|                                                                                                       |                                                                                                       |
| Rotation                                                                                              |                                                                                                       |
| <ul style="list-style-type: none"> <li>length is the same</li> <li>orientation is the same</li> </ul> |                                                                                                       |
|                                                                                                       |                                                                                                       |

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(continued on next page)

You can use transformations to determine if  $\triangle DEF$  is congruent to  $\triangle GHI$ .



**Talk About It!**

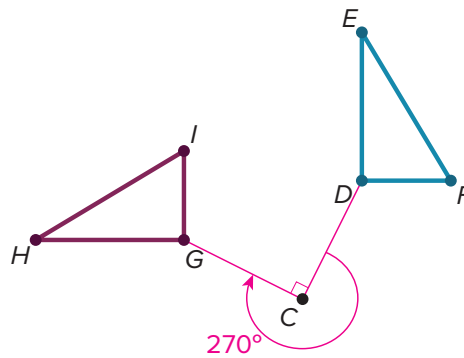
Why do translations, reflections, and rotations preserve congruence?

First, determine if the lengths are the same. By using a ruler to measure the sides of each triangle, we can determine that  $DE$  is the same length as  $GH$ ,  $EF$  is the same length as  $HI$ , and  $FD$  is the same length as  $IG$ .

The triangles are named in alphabetical order. To determine orientation, make sure that the vertices are labeled in the same direction. Because  $\triangle DEF$  and  $\triangle GHI$  are both labeled in a clockwise direction, the orientation is the same.

The orientation is the same, so the transformation is either a translation or a rotation.

Because the figure appears to be turned, we can check to see if a rotation was used.



So, the triangles are congruent because  $\triangle DEF$  can be mapped onto  $\triangle GHI$  using a clockwise rotation so of  $270^\circ$ .

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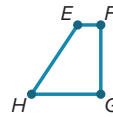


**Think About It!**

Do the trapezoids appear congruent? Why or why not?

### Example 2 Determine Congruence

Are the two figures congruent? If so, describe which transformation maps trapezoid  $EFGH$  onto trapezoid  $IJKL$ . If not, explain why they are not congruent.



**Part A** Determine if the two figures are congruent by using transformations.

Are the lengths the same?

Is the orientation the same?



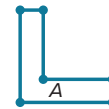
Because the lengths are not the same, the figures are not congruent. You can verify this by performing a transformation. The figure appears to be translated. Translate trapezoid  $EFGH$  up and to the right so that point  $H$  is mapped onto point  $L$ .

**Part B** Describe the transformation.

After a translation up and to the right, trapezoid  $E'F'G'H'$  does not match  $IJKL$  exactly. So, no transformation maps trapezoid  $EFGH$  onto  $IJKL$  and the two figures are not congruent.

### Check

Are the two figures congruent? If so, describe a sequence of transformations that maps Figure A onto Figure B. If not, explain why they are not congruent.



**Part A** Determine if the figures are congruent.



**Part B** If the figures are congruent, describe a transformation that maps Figure A onto Figure B. If the figures are not congruent, explain why they are not congruent.

Show your work here

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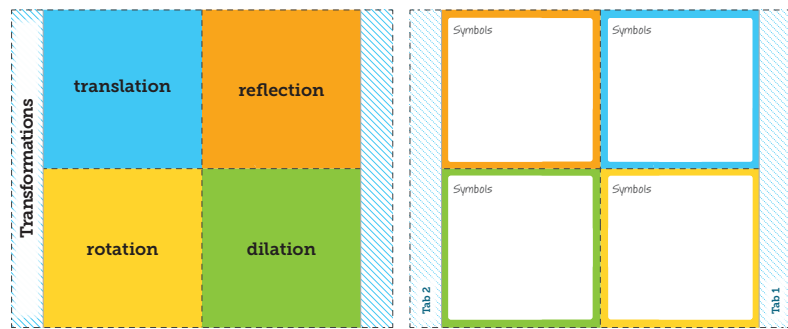


## Pause and Reflect

Where did you encounter struggle in this lesson, and how did you deal with it? Write down any questions you still have.

Record your observations here

 **Foldables** It's time to update your Foldable, located in the Module Review, based on what you learned in this lesson. If you haven't already assembled your Foldable, you can find the instructions on page FL1.



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| Vendor: SPi-Global | Grade: 8          |          |



## Practice



Determine if each pair of figures are congruent. If so, describe a transformation that maps one figure onto the other figure. If not, explain why they are not congruent. (Examples 1–3)

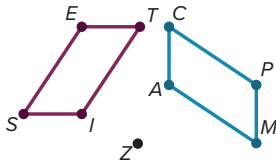
1.



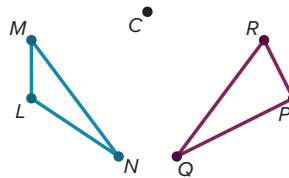
2.



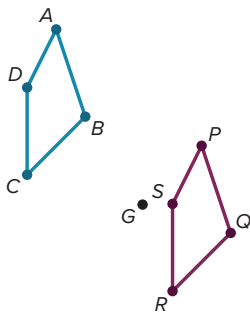
3.



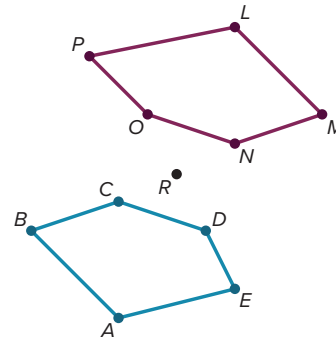
4.



5.



6.



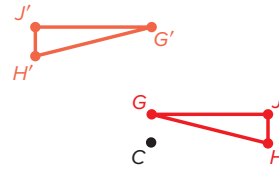
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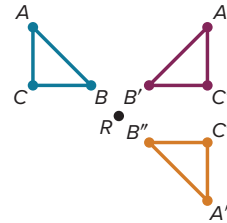
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|--------------------|-------------------|----------|
| Program: FL RM     | Component: SE LSN | PDF Pass |
| Vendor: SPi-Global | Grade: 8          |          |

## Apply

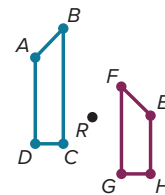
7. Triangle  $G'HJ'$  is congruent to triangle  $G'HJ$ . What is a possible sequence of transformations that could have been used to create  $\triangle G'HJ'$  from  $\triangle G'HJ$ ?



8. **BUILD PERSEVERANCE** In some cases, a sequence of transformations is the same as a single transformation. Triangle  $ABC$  is reflected across a vertical line, and then reflected across a horizontal line. Is there a single transformation that would map  $\triangle ABC$  onto  $\triangle A''B''C''$ ? Write an argument that can be used to defend your solution.



9. A student concluded that trapezoid  $ABCD$  is congruent to trapezoid  $EFGH$  because a reflection across a vertical line followed by a translation down maps trapezoid  $ABCD$  onto trapezoid  $EFGH$ . Find the student's mistake and correct it.



10. **CREATE** Design a logo for a club at your school, using translations, reflections, and/or rotations. Then explain to a classmate how your logo uses congruent figures.

**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>

**Sent:** Thursday, May 05, 2022 11:55 AM EDT

**To:** Taylor, Lataviance L; Jacobson, Lisa

**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; Drew Parker; Duncan, Patricia; Starling, Courtney; Harvey, Ashley

**Subject:** RE: HMH appeal MEETING TODAY

**Attachment(s):** "Copy of HMH FL Go Math Appeal G1 (002)A.xlsx", "HMH FL Go Math Appeal G5 5.5.xlsx", "HMH FL Into Math Appeal Accelerated G6 5.5.xlsx", "image001.png", "image002.png", "image003.jpg"

Hi Tavi,

In preparation for today's meeting I'm sharing the spreadsheets that we will be discussing. Please note that the focus of the meeting will be on standards alignment with our math content specialists.

We are looking forward to working with you.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>

**Sent:** Thursday, May 5, 2022 9:26 AM

**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>

**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>; Duncan, Patricia <Patricia.Duncan@fldoe.org>; Starling, Courtney <Courtney.Starling@fldoe.org>; Harvey, Ashley <Ashley.Harvey@fldoe.org>

**Subject:** RE: HMH appeal MEETING TODAY

Amber - Thank you. I have forwarded this new information along.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Sent:** Thursday, May 5, 2022 8:45 AM

**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>; Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>; Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>; Harvey, Ashley <[Ashley.Harvey@fldoe.org](mailto:Ashley.Harvey@fldoe.org)>

**Subject:** HMH appeal MEETING TODAY

This message originated from outside your organization

---

Good morning,

Tomorrow's meeting has been moved to this afternoon at 1:00 PM. Please see the link below to join.

See you then!

HMH - Appeal  
Thu, May 5, 2022 1:00 PM - 1:30 PM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**  
<https://meet.goto.com/440187477>

**You can also dial in using your phone.**  
United States (Toll Free): [1 866 899 4679](tel:18668994679)  
United States: [+1 \(571\) 317-3116](tel:+15713173116)

**Access Code:** 440-187-477

**Join from a video-conferencing room or system.**  
Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](https://inroomlink.goto.com)  
Meeting ID: 440 187 477  
Or dial directly: [440187477@67.217.95.2](https://meet.goto.com/440187477@67.217.95.2) or [67.217.95.2###440187477](https://meet.goto.com/67.217.95.2###440187477)

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Baumbach, Amber  
**Sent:** Wednesday, May 4, 2022 11:27 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>; Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>; Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>; Harvey, Ashley <[Ashley.Harvey@fldoe.org](mailto:Ashley.Harvey@fldoe.org)>  
**Subject:** RE: HMH initial appeal call

Hi Tavi,

I was just working on that J  
I've scheduled a meeting to discuss the next steps with our math content specialists on Friday at 1:00 pm. Please see the link to the meeting below.

Thanks!

HMH - Appeal  
Fri, May 6, 2022 1:00 PM - 1:30 PM (EDT)

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Meeting ID: 440 187 477  
Or dial directly: [440187477@67.217.95.2](https://meet.goto.com/440187477@67.217.95.2) or [67.217.95.2###440187477](https://meet.goto.com/67.217.95.2###440187477)

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Wednesday, May 4, 2022 11:16 AM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Good morning Lauren - Could you please provide a status/ETA of HMH's appeal?

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Friday, April 29, 2022 7:34 AM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

**This message originated from outside your organization**

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Thanks, Lisa. We will send all documents for review and reach out with next steps soon.

Please let me know if there's anything we can do to assist.

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

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**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Thursday, April 28, 2022 9:52 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber

<[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

Dear Lauren,

Thank you for providing us with appeal template. On behalf of HMH, I am sending you the completed Appeal files for the following:

HMH Florida's B.E.S.T. Go Math! Grade K  
HMH Florida's B.E.S.T. Go Math! Grade 1  
HMH Florida's B.E.S.T. Go Math! Grade 2  
HMH Florida's B.E.S.T. Go Math! Grade 5  
HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**

<https://www.hmhco.com/ui/login/?connection=91005680>

**State:** EVALUATOR

**District:** FL K-12 Math Review-91005680

**Teacher Username:** FL-DemoTeacher1

**Teacher Password:** TheBEST1!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,  
Lisa

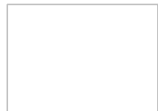
---

**Lisa Jacobson**

Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**

125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hmhco.com](mailto:lisa.jacobson@hmhco.com)  
[hmhco.com](http://hmhco.com)



---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>

**Sent:** Tuesday, April 26, 2022 12:01 PM

**To:** Taylor, Lataviance L <[Lataviance.Taylor@hmhco.com](mailto:Lataviance.Taylor@hmhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hmhco.com](mailto:Lisa.Jacobson@hmhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

**This message originated from outside your organization**

Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, April 25, 2022 9:53 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** HMH initial appeal call

**This message originated from outside your organization**

Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

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United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 547-145-269

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Meeting ID: 547 145 269

Or dial directly: [547145269@67.217.95.2](tel:547145269@67.217.95.2) or [67.217.95.2###547145269](tel:67.217.95.2###547145269)

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street

Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature



|   | A                                                                                                                                                                                                                                                                               | B                                        | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | D | E | F |                                                                                                                                                                                          |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <u>COURSE #5012030_HMH Florida's B.E.S.T. Go Math  Grade 1</u>                                                                                                                                                                                                                  |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |   |   |                                                                                                                                                                                          |
| 2 | <u>BID 455</u>                                                                                                                                                                                                                                                                  |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |   |   |                                                                                                                                                                                          |
| 3 | Standard Below 3<br>(if applicable)                                                                                                                                                                                                                                             | Special Topic Concern<br>(If applicable) | Publisher Correction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |   |   |                                                                                                                                                                                          |
| 4 | n/a                                                                                                                                                                                                                                                                             | n/a                                      | <p><b>HMH Overall Response:</b> After collecting and analyzing all the scores provided by the reviewers on Grade 1, we believe there was an error in calculations with the scores and that this grade did in fact score a 4. Nonetheless, we have provided responses to any standards where at least one reviewer scored us a 3 or below.</p> <p>Reviewer 1 rates us a 5 here and indicates that " Items focus on true and false. There is a mix of operations being related on both sides of the question as well as opportunities for multiple addends.</p> <p>Reviewer 2s, on the other hand, states that there were too many terms in the equations. They indicated that "The Listen and Draw on p.477, #13 on p.480, and #7 on 481 contain 5 terms, which does not align to the standard and clarifications."</p> <p>HMH Response: There are no more than 3 terms used on one side of an equation. On p. 477; p. 480 and 481 each have only a single equation that shows two terms on one side of the equation and three terms on the other.</p> <p>Additionally, Reviewer 2 wrote that the lesson does "not focus on the meaning of the equal sign."</p> <p>HMH Response: The Math Talk on p. 477 addresses the meaning of the equal sign.</p> |   |   |   | Lesson 10.8<br><a href="https://www.relation_id="></a>                                                                                                                                   |
| 5 | MA.1.AR.2.2<br>Determine and explain if equations involving addition or subtraction are true or false.                                                                                                                                                                          | n/a                                      | <p>Reviewer 2 writes that Clarification 1 calls for students to use "tally marks to skip counting by 5's."</p> <p>HMH Response: Clarification 1 states that students should connect tally marks to counting by 5s, but does not state the expectation that students should skip count tally marks.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |   |   | Lesson 16.3.<br>Lesson 16.4.<br><a href="https://www.4701-822a-a">https://www.4701-822a-a</a>                                                                                            |
| 6 | MA.1.DP.1.1<br>Collect data into categories and represent the results using tally marks or pictographs.                                                                                                                                                                         | n/a                                      | <p>Reviewer 2 states that the content contains "informal language," and "is missing critical academic vocabulary as mentioned in the clarifications."</p> <p>HMH Response: the "critical" academic vocabulary is not specifically stated by the FL standards and we use age-appropriate language.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |   |   | Lesson 11.1.<br>Lesson 11.5.<br><a href="https://www.Dimensional">https://www.Dimensional</a><br>12.1: Classi<br>12.2: Attrib<br><a href="http://www.jmhco">www.jmhco</a><br>Dimensional |
| 7 | MA.1.GR.1.1<br>Identify, compare and sort two- and three- dimensional figures based on their defining attributes. Figures are limited to circles, semi- circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders. | n/a                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |   |   |                                                                                                                                                                                          |

|   | G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | H                                                                                                                                                                                                                                                                                                                                                                                                                 | I                               | J  |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----|
| 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                 | R  |
| 2 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                 |    |
| 3 | <a href="#">Link to correction in materials</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Content Specialist Notes</b> | 1- |
| 4 | n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                 |    |
| 5 | <p>pp. 477-481 Equal and Not Equal, focuses on True/False and operations on both sides of the equation.</p> <p><a href="#">hnhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C10_Addition_and_Subtraction_Relationships.pdf?custom_correlation_id=9ab7c363-029b-41e0-9e51-89f9a6384f6b</a></p>                                                                                                                                                                                                                                                                             | <p>MA.1.AR.2.2 Clarification 2: Problem types are limited to an equation with no more than four terms. For questions on pages 480 and 481 there are 5 terms instead of 4. There is not a focus on the meaning of the equal sign within the lesson the evidence provided within the Math Talk does not guarantee that every teacher will realize that is the focus of the lesson and not a supplemental piece.</p> |                                 |    |
| 6 | <p>pp. 673-678 Tally Marks</p> <p>pp.679-685 Make Tally Marks</p> <p><a href="#">hnhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C16_Graphing.pdf?custom_correlation_id=f6e6549e-4187-44b3d09850e</a></p>                                                                                                                                                                                                                                                                                                                                                                | <p>Lesson does align to the benchmark, however DP.1.1 was identifies while DP1.2 is listed in the teacher edition. Additionally, question 14 on page is 676 is not clear, instead of having students recreate the total using tally marks, the number should be presented for students recognize the connection.</p>                                                                                              |                                 |    |
| 7 | <p>pp. 497-500 Three Dimensional Shapes</p> <p>pp. 500-503 Two-Dimensional Shapes on Three-Dimensional Shapes</p> <p><a href="#">hnhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C11_Geometry_Three-Solids.pdf?custom_correlation_id=9ab7c363-029b-41e0-9e51-89f9a6384f6b</a></p> <p>Types and Sort Two-Dimensional Shapes, 533-536</p> <p>Types of Two-Dimensional Shapes, 539-542</p> <p><a href="#">hnhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C12_Geometry_Two-Shapes.pdf?custom_correlation_id=e3e4d929b-6a32-4bca-bc8c-a9ee2772db71f</a></p> | <p>Lessons align</p>                                                                                                                                                                                                                                                                                                                                                                                              |                                 |    |

|    | A                                                                                                                                                                                                                                                                      | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | D | E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | F                                                                                                                                                                                                                     |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8  | <p>MA.1.GR.1.2</p> <p>Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.</p>                                                                                                           | n/a | <p>Reviewer 1 states there are limited examples of sketching 2-D figures.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   | <p>HMH Response: This is covered on pp.539-540, which has a table where students identify, draw, and give attributes of the shapes. Additionally, on p.521-526, students draw and identify two-dimensional shapes that compose three-dimensional shapes.</p> <p>Reviewer 2 states that "P-521-526 do not align with the standard at all. It is only 2d shapes based on their attributes, not the attributes of a 3D shape."</p> <p>HMH Response: Attributes of 3-D shapes include 2-D shapes, which are included in Lesson 11.5, pp. 521-526. Classifying two- and three-dimensional shapes are found in Lesson 11.1, 11.5, 12.1, and 12.5.</p>                              | <p>Lesson 12.2<br/> <a href="http://www.hmhco.com/Dimensional">www.hmhco.com/Dimensional</a></p> <p>Lesson 11.4<br/> <a href="https://www.hmhco.com/Dimensional">https://www.hmhco.com/Dimensional</a></p>            |
| 9  | <p>MA.1.GR.1.3</p> <p>Compose and decompose two- and three- dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.</p>                                        | n/a | <p>Reviewer 2 states Lesson 12.5 uses fourths instead of semi-circles.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   | <p>HMH Response: The example mentioned uses two quarter circles to make a half circle, which is then composed to make other shapes.</p> <p>Additionally, reviewer 2 writes "There are some good examples of composing and decomposing 2d and 3d shapes . . . it is lacking the much needed vocabulary."</p> <p>HMH Reponse: From a standards perspective, using academic language and vocabulary is not mentioned.</p>                                                                                                                                                                                                                                                       | <p>Lesson 12.5<br/> <a href="http://www.hmhco.com/Dimensional">www.hmhco.com/Dimensional</a></p>                                                                                                                      |
| 10 | <p>MA.1.GR.1.4</p> <p>Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.</p> | n/a | <p>Reviewer 1 states that "While there are many examples of real- world objects for stand alone figures (balls, cones, cans, etc.), there are only a few real-world examples of items with multiple identifiable geometric figures . . . In most other examples, they are identifying the geometric figures in composed shapes."</p> <p>HMH Response: The composite figures were included; however because of their age appropriateness for Grade 1 students. The approach also meets the standard as it is written.</p>                                                                                                                                                     |   | <p>Reviewer 1 gave us a positive score of 5--a difference of 3 points from Reviewer 2. This reviewer specifically said "Items align to the standard for estimation."</p> <p>Reviewer 2, on the other hand, states that "The clarifications were clear that students would be estimating with inches. Chapter 14 Lesson 3 focuses on estimating with centimeters."</p> <p>HMH Response: The standard is written as follows "Measure the length of an object to the nearest inch <u>or</u> centimeter" so the content as presented meets the standards as they are written.</p> <p>Additionally, reviewer 2 was concerned that non-standard units are used for estimating.</p> | <p>Lesson 11.2<br/> <a href="https://www.hmhco.com/Dimensional">https://www.hmhco.com/Dimensional</a></p>                                                                                                             |
| 11 | <p>MA.1.M.1.1</p> <p>Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.</p>                                                                                                                      | n/a | <p>Reviewer 1 gave us a positive score of 5--a difference of 3 points from Reviewer 2. This reviewer specifically said "Items align to the standard for estimation."</p> <p>Reviewer 2, on the other hand, states that "The clarifications were clear that students would be estimating with inches. Chapter 14 Lesson 3 focuses on estimating with centimeters."</p> <p>HMH Response: The standard is written as follows "Measure the length of an object to the nearest inch <u>or</u> centimeter" so the content as presented meets the standards as they are written.</p> <p>Additionally, reviewer 2 was concerned that non-standard units are used for estimating.</p> |   | <p>HMH Response: The tiles and cubes used for measurement are not non-standard units of measure; the tiles are specified to be 1-inch and the unit cubes are 1 cm; this builds an understanding of the connection between counting and then adding units to measurement. Given how this benchmark and the clarifications, we believe this standard is completely met.</p>                                                                                                                                                                                                                                                                                                    | <p>Lessons 14.1<br/> <a href="https://www.hmhco.com/Dimensional">https://www.hmhco.com/Dimensional</a></p> <p>Lessons 14.2<br/> <a href="https://www.hmhco.com/Dimensional">https://www.hmhco.com/Dimensional</a></p> |

|    | G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | H                                                                                                                                                                                                                                                                                                                              | I | J |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 8  | <p>p.539, p.540<br/> <a href="https://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C12_Geometry_Two-Shapes.pdf?custom_correlation_id=c3ced929b-6a32-4bca-bc8c-a9ee272db71f">.hnhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C12_Geometry_Two-Shapes.pdf?custom_correlation_id=c3ced929b-6a32-4bca-bc8c-a9ee272db71f</a><br/>           pp. 521-526<br/> <a href="https://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C11_Geometry_Three-Solids.pdf?custom_correlation_id=d0b0ee0d-6a4e-4944-82df-07df0acf8a66#page=29">.hnhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C11_Geometry_Three-Solids.pdf?custom_correlation_id=d0b0ee0d-6a4e-4944-82df-07df0acf8a66#page=29</a></p> | <p>There are limited opportunities for students to create the own drawings and sketches within the lessons. In lesson 11.5, stuent can draw the shape indentifies instead of circling.</p>                                                                                                                                     |   |   |
| 9  | <p>pp. 557-560 Create New Two-Dimensional Shapes<br/> <a href="https://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C12_Geometry_Two-Shapes.pdf?custom_correlation_id=c3ced929b-6a32-4bca-bc8c-a9ee272db71f">.hnhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C12_Geometry_Two-Shapes.pdf?custom_correlation_id=c3ced929b-6a32-4bca-bc8c-a9ee272db71f</a></p>                                                                                                                                                                                                                                                                                                                                                               | <p>The expectation of the benchmark is not to compose 2 quarter circles to make a semi-circle. Benchmark language for figures used should be incorporated within the lesson (semi-circle, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prims, cones and cylinders).</p>                            |   |   |
| 10 | <p>p. 503 Combine Three-Dimensional Shapes<br/> <a href="https://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C11_Geometry_Three-Solids.pdf?custom_correlation_id=9ab7c363-029b-41e0-9e51-89f9a6384f6b">.hnhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C11_Geometry_Three-Solids.pdf?custom_correlation_id=9ab7c363-029b-41e0-9e51-89f9a6384f6b</a></p>                                                                                                                                                                                                                                                                                                                                                                   | <p>Limited information provided to show evidence of alignment.</p>                                                                                                                                                                                                                                                             |   |   |
| 11 | <p>11, 14.2, 14.3, 14.4, pp.595-616<br/> <a href="https://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C14_Measurement.pdf?custom_correlation_id=8fad097b-24e-8f6ee1824d25">.hnhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C14_Measurement.pdf?custom_correlation_id=8fad097b-24e-8f6ee1824d25</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Estimates should be to the nearest inch, while measurements should include inches and centimeters. Using one color marker to represent the 1-inch estimate would be more appropriate instead of switching from blue to red, when only the blue marker was given the specification (pages 596- 598, as well as 599-600).</p> |   |   |

|    | A                                                                                                                                                                                                                            | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | D | E | F                                                                                                                                                                           |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 12 | <p>MA.1.M.1.2</p> <p>Compare and order the length of up to three objects using direct and indirect comparison.</p>                                                                                                           | n/a | <p>Reviewer 1 gave us a positive score of 5 (a disparity of 3 points with reviewer 2) and stated "Opportunities for 3 items compared directly and also for indirect comparison."</p> <p>Reviewer 2, on the other hand, states that "Chapter 14 Lesson 3 does not align as it discusses estimating measurement instead of comparing objects in specific units."</p> <p>HMH Response: Students use comparisons of longer or shorter objects so that they can estimate their lengths. More specifically, in 14.5 students compare objects to order them, as stated by the standard.</p> |   |   | <p>Lesson 14.3<br/> <a href="https://www.c311-4a93-8">https://www.c311-4a93-8</a></p>                                                                                       |
| 13 | <p>MA.1.M.2.1</p> <p>Using analog and digital clocks, tell and write time in hours and half-hours.</p>                                                                                                                       | n/a | <p>Reviewer 2 states that "there is no discussion or use of the vocabulary for digital and analog" within the lessons 15.1-15.4.</p> <p>HMH Response: The benchmark specifies only that students write and tell time and not that they use specified vocabulary. Clocks divided into semicircles is shown in Lesson 15.3.</p>                                                                                                                                                                                                                                                        |   |   | <p>Lessons 15.1-15.4<br/> <a href="https://www.4https://www.b8ed-8b01a">https://www.4https://www.b8ed-8b01a</a></p>                                                         |
| 14 | <p>MA.1.M.2.2</p> <p>Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.</p>                                                             | n/a | <p>Reviewer 1 states that students count but do not simply identify coins--that the resources should "provide images of both sides of coins."</p> <p>HMH Response: Identification of the coin is necessary to count them. This is why both sides of the coin are used throughout this chapter in order to reinforce their ability to identify and count coins.</p>                                                                                                                                                                                                                   |   |   | <p>Lesson 9.1-9.4<br/> <a href="https://www.a66d-71cf45">https://www.a66d-71cf45</a></p>                                                                                    |
| 15 | <p>MA.1.M.2.3</p> <p>Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to \$100. Use the ¢ and \$ symbols appropriately.</p> | n/a | <p>Reviewer 1 wrote that the benchmark indicates students should "Find the value of combinations of pennies, nickels and dimes up to one dollar."</p> <p>HMH Response: In the Ready for More on Lesson 9.4, p. 412, the TE guide includes direction on how to guide students to find different ways to make 100 cents. This omission was caught by the internal team and was corrected for implementation.</p>                                                                                                                                                                       |   |   | <p>Lesson 9.3,<br/> <a href="https://www.a66d-71cf45">https://www.a66d-71cf45</a></p> <p>Lesson 9.4,<br/> <a href="https://www.4407-a901-d">https://www.4407-a901-d</a></p> |
| 16 | <p>MA.1.NSO.1.2</p> <p>Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.</p>                                              | n/a | <p>Reviewer 2 stated that "Most of the examples for expanded form was based on ___tens + ___ones when it should be the actual number made by the tens plus the ones (for example 70+5)."</p> <p>HMH Response: There are two places where this is covered in the content --both Lessons 2.5 and 2.9. It shows that students write numbers in 3 forms, ex., 4 tens + 7 ones, 40 + 7, and 47.</p>                                                                                                                                                                                       |   |   | <p>Lesson 2.5,<br/> <a href="https://www.fef0597-808">https://www.fef0597-808</a></p>                                                                                       |
| 17 | <p>MA.1.NSO.2.4</p> <p>Explore the addition of a two-digit number and a one-digit number with sums to 100.</p>                                                                                                               | n/a | <p>Reviewer 2 writes "Examples from p.279-296 were not rigorous enough to cover this standard, as most were two single digit numbers. The SE p.303-308 did a much better job covering this material."</p> <p>HMH Response: As noted by Reviewer 1, there is good coverage in Chapter 6 which include problem with a two-digit addended greater than 20 and varying representations including models, number lines and place value.</p>                                                                                                                                               |   |   | <p>Lesson 6.9<br/> <a href="https://www.8-1dff-48ec">https://www.8-1dff-48ec</a></p>                                                                                        |
| 18 |                                                                                                                                                                                                                              |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |   |                                                                                                                                                                             |

|    | G                                                                                                                                                                                                                                                                                                                                                             | H                                                                                                                                                                                                                        | I | J |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 12 | <p>p. 607, Lesson 14.5, p. 609<br/> <a href="https://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C14_Measurement.pdf?custom_correlation_id=8fad097b-24e-8f6ee1824d25">.hnhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C14_Measurement.pdf?custom_correlation_id=8fad097b-24e-8f6ee1824d25</a></p>                  | <p>To meet the expectation of the benchmark, students should be measuring objects. It is also an expectation that the comparison of 2 objects to another should be included within the instruction of the benchmark.</p> |   |   |
| 13 | <p>1-15.5, pp.631-652<br/> <a href="https://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C15_Time.pdf?custom_correlation_id=e34a30c2-3daf-495e-31a7e40">.hnhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C15_Time.pdf?custom_correlation_id=e34a30c2-3daf-495e-31a7e40</a></p>                                       | <p>Lessons aligns to the benchmark, however lesson 15.3 give very minimal connections with partitioning circles and into halves and semi-circles.</p>                                                                    |   |   |
| 14 | <p>9.4, pp. 393-441<br/> <a href="https://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C09_Money.pdf?custom_correlation_id=44a42b00-30b4-4fb1-649e38">.hnhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C09_Money.pdf?custom_correlation_id=44a42b00-30b4-4fb1-649e38</a></p>                                         | <p>Clarificatin I of the benchmark states: Instruction includes the recognition of both sides of a coin. The lesson is lacking in stating how many of each coin equal a dollar.</p>                                      |   |   |
| 15 | <p>p. 412 Teacher Edition<br/> <a href="https://www.hmhco.com/content/math/go_math/g1/teacher/pdf/G1_GoMath_EN_FL_SE_C09_Money.pdf?custom_correlation_id=bbd0c371-79c6-08f67a62875d">.hnhco.com/content/math/go_math/g1/teacher/pdf/G1_GoMath_EN_FL_SE_C09_Money.pdf?custom_correlation_id=bbd0c371-79c6-08f67a62875d</a></p>                                 | <p>Lesson aligns to the benchmark.</p>                                                                                                                                                                                   |   |   |
| 16 | <p>p.73<br/> p.97<br/> <a href="https://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C02_Count_by_Tens_and_Ones.pdf?custom_correlation_id=4d-4f0f-9d94-d927e8236cc7">.hnhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C02_Count_by_Tens_and_Ones.pdf?custom_correlation_id=4d-4f0f-9d94-d927e8236cc7</a></p>         | <p>Examples provided in the lesson are aligned to MA.1.NSO.1.3. Students are not given examples of expanded form in this lesson based on the benchmark expectation.</p>                                                  |   |   |
| 17 | <p>and Lesson 6.10, pp. 297-308<br/> <a href="https://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C06_Addition_Strategies.pdf?custom_correlation_id=68824cb-82e4-32a97dd995d9">.hnhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C06_Addition_Strategies.pdf?custom_correlation_id=68824cb-82e4-32a97dd995d9</a></p> | <p>Instruction of this benchmark should allow students to explore more examples of adding 2 digit and 1 digit numbers, in addition to to combining ones and tens as mentioned in clarification 1.</p>                    |   |   |
| 18 |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                          |   |   |



| E | F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | G                                                                                                                   | H  |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----|
| 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                     | R  |
| 2 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                     |    |
| 3 | <p><a href="#">Link to correction in materials</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Notes                                                                                                               | 1- |
| 4 | <p>p. 42<br/> <a href="#">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C02_Practice_Multiplication_and_DWhole_Numbers.pdf?custom_correlation_id=ec0d7d23-05e6-45da-af99-47205a741bd1</a><br/> p. 98; Lesson 3.5 p. 110<br/> <a href="#">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C03_Place_Value_and_Decimalssrelation_id=4365a37a-c5cb-11ec-9dd9-95a2dd181d23</a><br/> p. 379, 112, p.386<br/> <a href="#">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C11_Divide_Fractions.pdf?custom_id=be1c477f-c5cb-11ec-8e6f-97fd508f5f60</a></p> | <p>In all examples provided, students have limited opportunities to explain their reasoning for this benchmark.</p> |    |
| 5 | <p>p. 585; Lesson 17.3, p.591<br/> <a href="#">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C17_Graphs_and_Patterns.pdf?custom_id=0b4f9e24-c5cc-11ec-b420-a7d422cc62c4</a></p>                                                                                                                                                                                                                                                                                                                                                                                                         | <p>There is no expectation in either benchmarks provided for students to write/ create a rule.</p>                  |    |
| 6 | <p>p. 631<br/> <a href="#">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C18_Collect_Represent_and_Interp?custom_correlation_id=1b070d5b-c5cc-11ec-9e8c-67283c000cdd</a></p>                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Lesson aligns</p>                                                                                                |    |
| 7 | <p>p.638; Lesson 18.5, p.655<br/> <a href="#">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C18_Collect_Represent_and_Interp?custom_correlation_id=1b070d5b-c5cc-11ec-9e8c-67283c000cdd</a></p>                                                                                                                                                                                                                                                                                                                                                                                         | <p>Page 357 not provided. Lesson 13.2 aligns with benchmark expectations.</p>                                       |    |
| 8 | <p>p. 357<br/> <a href="#">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C09_Add_and_Subtrae_Fractions_aNumbers_with_Unlike_Denominators.pdf?custom_correlation_id=949888d2-c5cb-11ec-a9a6-3b73d4108379</a><br/> p.453<br/> <a href="#">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C13_Perimeter_and_Area_of_RectFractional_and_Decimal_Side_Lengths.pdf?custom_correlation_id=d7c1d56d-c5cb-11ec-9f6f-d1b8cf3d1d68</a></p>                                                                                                                                      | <p>Page 357 not provided. Lesson 13.2 aligns with benchmark expectations.</p>                                       |    |



|                                                                                                                                                                                                                                                | A          | B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | C                                                                                                                                                                                                                                                                                                 | D |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <p>When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating.</p> <p>MA.5.FR.2.3</p>                                | <p>n/a</p> | <p>Reviewer 2 states that "Examples in the text call for completing an operation to figure out the relative comparison. The BEST standards state that students should be able to focus on estimation and assessing the reasonableness of answers."</p> <p>HMH Response: Students learn estimation and assessing the reasonableness of answers by comparing products using the whole number part of the mixed number. In Lessons 10.3 and 10.4, students use models to compare the size of the product to the size of a factor when multiplying fractions. Students then determine that when you find a part of a part, the product will be less than either part. Finally, students understand that when a fraction is multiplied by a number greater than 1, the product will always be greater than the fraction. Building reasoning about the size of a product will help students determine if their solutions are reasonable or help them make reasonable estimates.</p> | <p>Lessons 10.3<br/><a href="https://www.illustrativemathematics.org/HS/index.html">https://www.illustrativemathematics.org/HS/index.html</a></p>                                                                                                                                                 |   |
| <p>Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.</p> <p>MA.5.GR.1.1</p>                                 | <p>n/a</p> | <p>Reviewer 1 stated this benchmark coverage 2 points higher, noting "lots of practice with triangles and quadrilaterals."</p> <p>Reviewer 2, on the other hand, states that "Examples classify more than what is necessary. Addresses various polygons not addressed in the BEST standards."</p> <p>HMH Response: Polygons shown are review material, and are also used in 3D prisms; such as the right pentagonal prism on p.491.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Lesson 14.4<br/><a href="https://www.illustrativemathematics.org/HS/index.html">https://www.illustrativemathematics.org/HS/index.html</a></p>                                                                                                                                                  |   |
| <p>Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.</p> <p>MA.5.GR.1.2</p> | <p>n/a</p> | <p>Reviewer 2 states "Extraneous material in lesson. Examples should be limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres."</p> <p>HMH Response: Pentagonal prism with equal sides and angles that are shown are right prisms, which are included in the benchmarks, p. 491.</p> <p>Reviewer 1 states "Chapter 10, Lesson 5 is not in 5th grade standards; perhaps middle school?"</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Lesson 14.4<br/><a href="https://www.illustrativemathematics.org/HS/index.html">https://www.illustrativemathematics.org/HS/index.html</a></p>                                                                                                                                                  |   |
| <p>Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.</p> <p>MA.5.GR.2.1</p>                                                                                                 | <p>n/a</p> | <p>HMH Response: This shows benchmarks NOT taught in isolation and is an example of a problem-solving lessons that demonstrates how to solve benchmarks 5.FR.2.2 and 5.FR.2.3. Examples of fractional and decimal side lengths in Lessons 13.1, p.447-450 and 13.2, p.453-456</p> <p>Reviewer 2 rated this benchmark coverage 2 points higher with a 4, noting "Questions cover both fractional and decimal side lengths."</p> <p>Reviewer 1 states that in Lesson 17.3, p.591, students write the ordered pairs to find the rule.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Lesson 10.5<br/><a href="https://www.illustrativemathematics.org/HS/index.html">https://www.illustrativemathematics.org/HS/index.html</a></p> <p>Lesson 13.1<br/><a href="https://www.illustrativemathematics.org/HS/index.html">https://www.illustrativemathematics.org/HS/index.html</a></p> |   |
| <p>Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.</p> <p>MA.5.GR.4.1</p>                                                                                   | <p>n/a</p> | <p>HMH Response: This is also an example of using standards together and not in isolation. (with 5.GR.4.1 and 5.GR.4.2)</p> <p>Reviewer 2 rated this benchmark coverage 2 points higher with a 4, notes "Materials fairly instruct how to plot and label points."</p> <p>Reviewer 1 states: Conversion included length, volume, and capacity; however, there were no time conversion present."</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Lesson 17.3<br/><a href="https://www.illustrativemathematics.org/HS/index.html">https://www.illustrativemathematics.org/HS/index.html</a></p>                                                                                                                                                  |   |
| <p>Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.</p> <p>MA.5.M.1.1</p>                                                                      | <p>n/a</p> | <p>HMH Response: One simple time conversions is included in 16.3, p.563, but this absence was noted in the errata process and will be corrected on the next printing.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Lesson 16.3<br/><a href="https://www.illustrativemathematics.org/HS/index.html">https://www.illustrativemathematics.org/HS/index.html</a></p>                                                                                                                                                  |   |

|    | E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | F                                                                                                                                                                                                                                               | G | H |
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| 9  | <p>3 and 10.4<br/> <a href="https://hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C10_Multiply_Fractions.pdf?custom_id=a541362b-c5cb-11ec-8e6f-576f98cf03b5">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C10_Multiply_Fractions.pdf?custom_id=a541362b-c5cb-11ec-8e6f-576f98cf03b5</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Lesson aligns with benchmark expectations.                                                                                                                                                                                                      |   |   |
| 10 | <p>. p. 491<br/> <a href="https://hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C10_Multiply_Fractions.pdf?custom_id=a541362b-c5cb-11ec-8e6f-576f98cf03b5">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C10_Multiply_Fractions.pdf?custom_id=a541362b-c5cb-11ec-8e6f-576f98cf03b5</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Link and information provided do not address benchmark.                                                                                                                                                                                         |   |   |
| 11 | <p>. p. 491<br/> <a href="https://hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C10_Multiply_Fractions.pdf?custom_id=a541362b-c5cb-11ec-8e6f-576f98cf03b5">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C10_Multiply_Fractions.pdf?custom_id=a541362b-c5cb-11ec-8e6f-576f98cf03b5</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Link and information provided do not address benchmark.                                                                                                                                                                                         |   |   |
| 12 | <p>. p.363<br/> <a href="https://hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C10_Multiply_Fractions.pdf?custom_id=a541362b-c5cb-11ec-8e6f-576f98cf03b5">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C10_Multiply_Fractions.pdf?custom_id=a541362b-c5cb-11ec-8e6f-576f98cf03b5</a><br/> . pp. 447-450; Lesson 13.2, pp. 453-456<br/> <a href="https://hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C13_Perimeter_and_Area_of_Rect_Fractional_and_Decimal_Side_Lengths.pdf?custom_correlation_id=d7c1d56d-c5cb-11ec-9f6f-d1b8cf3d1d68">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C13_Perimeter_and_Area_of_Rect_Fractional_and_Decimal_Side_Lengths.pdf?custom_correlation_id=d7c1d56d-c5cb-11ec-9f6f-d1b8cf3d1d68</a></p> | Lesson 10.5 does not align with the expectation of the benchmark (MA.5.FR.2.3 "When multiplying a given number by a fraction. This lesson is asking students to determine the number). Lessons 13.1 and 13.2 align with benchmark expectations. |   |   |
| 13 | <p>. p. 591<br/> <a href="https://hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C17_Graphs_and_Patterns.pdf?custom_id=0b4f9e24-c5cc-11ec-b420-a7d422cc62c4">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C17_Graphs_and_Patterns.pdf?custom_id=0b4f9e24-c5cc-11ec-b420-a7d422cc62c4</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | It is not the expectation of the benchmarks identified for students to write a rule to describe a relationship.                                                                                                                                 |   |   |
| 14 | <p>. p.563<br/> <a href="https://hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C16_Convert_Units_of_Measure.pdf?relation_id=ffa132ba-c5cb-11ec-9255-af64afb586a2">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C16_Convert_Units_of_Measure.pdf?relation_id=ffa132ba-c5cb-11ec-9255-af64afb586a2</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                | As presented the information provided does not meet benchmark expectations.                                                                                                                                                                     |   |   |

|    | A                                                                                                                                                                                                                                                                         | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | D                                                                                                                                                                                                                                                    |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15 | <p>MA.5.NSO.1.1</p> <p>Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.</p>                                                                                  | n/a | <p>Reviewer 1 stated that there is "not enough attention to this standard, only addressed in one lesson."</p> <p>HMH Response: More examples exist with other standards, as shown in Lesson 3.1, p. 83, Lesson 5.1, p. 149 and Lesson 7.1 p. 219</p>                                                                                                                                                                                                                                                                                                      | <p>Lesson 3.1, <a href="https://www.f2?custom_ct">https://www.f2?custom_ct</a></p> <p>Lesson 5.1, <a href="https://www.e_Numbers">https://www.e_Numbers</a></p> <p>Lesson 7.1, <a href="https://www.rrrelation_id">https://www.rrrelation_id</a></p> |
| 16 | <p>MA.5.NSO.1.2</p> <p>Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.</p>                                                                                                                          | n/a | <p>While Reviewer 2 rated this benchmark coverage 2 points higher, giving it a 4, noting "Materials address the standard fully."</p> <p>HMH Response: There is limited items on using expanded notation," Reviewer 1 stated "only one lesson for a concept that requires more attention." However, there are further examples in Lessons 3.1, 3.2, and 3.3 of using multiple forms of numbers.</p>                                                                                                                                                        | <p>Lessons 3.1 <a href="https://www.f2?custom_ct">https://www.f2?custom_ct</a></p>                                                                                                                                                                   |
| 17 | <p>MA.5.NSO.1.3</p> <p>Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations.</p> | n/a | <p>While Reviewer 2 rated this benchmark coverage 3 full points higher with a 5, stating "Materials addressed the standard fully with multiple ways to depict composition and decomposition," Reviewer 1 stated that there is "not enough content to support this concept."</p> <p>HMH Response: Decimal composition and decomposition are covered in Lesson 3.2 and 3.3 with models, by drawing, in place value tables, and by relating it to fractions.</p>                                                                                             | <p>Lesson 3.1, <a href="https://www.f2?custom_ct">https://www.f2?custom_ct</a></p>                                                                                                                                                                   |
| 18 | <p>MA.5.NSO.1.5</p> <p>Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.</p>                                                                                                                                    | n/a | <p>Reviewer 2 stated that "Instruction does meet the standard."</p> <p>HMH Response: This benchmark is completely covered in Lesson 3.5, p.107 and there is no expectation in the benchmark or clarifications that number lines should be used</p>                                                                                                                                                                                                                                                                                                        | <p>Lesson 3.5, <a href="https://www.f2?custom_ct">https://www.f2?custom_ct</a></p>                                                                                                                                                                   |
| 19 | <p>MA.5.NSO.2.1</p> <p>Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.</p>                                                                                                                                               | n/a | <p>Reviewer 1 states "Instruction does not include practice of various algorithms".</p> <p>HMH Response: Lesson 1.1 covers this standard completely as there is not a need to have various algorithms according to the benchmark. That being said, Lessons 2.5 and 2.6 bar models are used as an instructional method as well.</p>                                                                                                                                                                                                                        | <p>Lesson 1.1, <a href="https://www.d_Division">https://www.d_Division</a></p> <p>Lessons 2.5 <a href="https://www.ision_of_">https://www.ision_of_</a></p>                                                                                          |
| 20 | <p>MA.5.NSO.2.2</p> <p>Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.</p>                                                                            | n/a | <p>While Reviewer 1 rated this benchmark coverage 3 points higher with a 5, and noted "Multiple representations used," Reviewer 2 stated that "good use of partial quotient initially then it leans into long division standard algorithm for the rest of the division practice."</p> <p>HMH Response: Other methods are used, such as quick pictures, in Lesson 1.2, partial quotients in Lesson 1.3, the standard algorithm in Lesson 2.1, interpreting remainders and writing them as fractions in Lesson 2.2, and adjust quotients in Lesson 2.3.</p> | <p>Lesson 1.1 <a href="https://www.d_Division">https://www.d_Division</a></p> <p>Lesson 2.5 <a href="https://www.ision_of_">https://www.ision_of_</a></p>                                                                                            |

| E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | F                                                                                                                                                                                                                                                               | G | H |
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| <p>p. 83<br/> <a href="#">.hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C03_Place_Value_and_Decimals.pdf?relation_id=4365a37a-c5cb-11ec-9dd9-95a2dd181d23</a><br/> p.149<br/> <a href="#">.hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C05_Multiply_Decimals_and_Whole.pdf?custom_correlation_id=5f08119e-c5cb-11ec-b70b-714ac89a7a19</a><br/> p.219<br/> <a href="#">.hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C07_Divide_Decimals.pdf?custom_c</a><br/> <a href="#">id=775facf2-c5cb-11ec-b70b-d7c7ddd61c1d</a></p> | <p>Examples provided align to benchmark expectations.</p>                                                                                                                                                                                                       |   |   |
| <p>15<br/> 3.2, and 3.3, pp.83-100, pp.95-100<br/> <a href="#">.hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C03_Place_Value_and_Decimals.pdf?relation_id=4365a37a-c5cb-11ec-9dd9-95a2dd181d23</a></p>                                                                                                                                                                                                                                                                                                                                                             | <p>There is limited evidence of multi-digit numbers extending beyond the ones place.</p>                                                                                                                                                                        |   |   |
| <p>16<br/> 83-88; Lesson 3.2, pp. 89-94; Lesson 3.3, pp.95-100<br/> <a href="#">.hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C03_Place_Value_and_Decimals.pdf?relation_id=4365a37a-c5cb-11ec-9dd9-95a2dd181d23</a></p>                                                                                                                                                                                                                                                                                                                                            | <p>There are examples that show that the lessons meet benchmark expectations.</p>                                                                                                                                                                               |   |   |
| <p>17<br/> p.107<br/> <a href="#">.hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C03_Place_Value_and_Decimals.pdf?relation_id=4365a37a-c5cb-11ec-9dd9-95a2dd181d23</a></p>                                                                                                                                                                                                                                                                                                                                                                                          | <p>Lesson aligns to benchmark expectation.</p>                                                                                                                                                                                                                  |   |   |
| <p>18<br/> p.7<br/> <a href="#">.hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C01_Understand_Multiplication_of_Whole_Numbers.pdf?custom_correlation_id=1fe07103-1f9b-489f-a081-b9354060d528</a><br/> and 2.6, pp.63-74<br/> <a href="#">.hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C02_Practice_Multiplication_and_Division_of_Whole_Numbers.pdf?custom_correlation_id=c0d7d23-05e6-45da-af99-47205a741bd1</a></p>                                                                                                                          | <p>Although there is no need for a students to have various algorithms, however the expectation to expose students to various algorithms so that they can determine which method they prefer to use. Evidence provided does not met benchmark expectations.</p> |   |   |
| <p>19<br/> <a href="#">.hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C01_Understand_Multiplication_of_Whole_Numbers.pdf?custom_correlation_id=1fe07103-1f9b-489f-a081-b9354060d528</a><br/> and 2.6<br/> <a href="#">.hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C02_Practice_Multiplication_and_Division_of_Whole_Numbers.pdf?custom_correlation_id=c0d7d23-05e6-45da-af99-47205a741bd1</a></p>                                                                                                                                             | <p>No evidence of representing remainders as fractions.</p>                                                                                                                                                                                                     |   |   |
| <p>20</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                 |   |   |

|   | A                                                                                                                                                               | B                                        | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | D | E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | COURSE #1205020 HMH Florida's B.E.S.T. Into Math Accelerated Grade 6                                                                                            |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 2 | <u>BID 465</u>                                                                                                                                                  |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 3 | Standard Below 3<br>(if applicable)                                                                                                                             | Special Topic Concern<br>(If applicable) | Publisher Correction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 4 | n/a                                                                                                                                                             | n/a                                      | Overall HMH Response: These standards are also found in Grade 6 and 7 of HMH Florida's Best Into Math--both grades which were approved for the adoption list. This program contains the same content as Grade 6 and part of Grade 7.<br><br>While Reviewer 2 scored the content a 5 and stated, "standard is covered completely; all properties are defined and practiced throughout the lesson." Reviewer 1, on the other hand, stated that Clarification 1 (Associative, Commutative, Distributive applied to generating equivalent algebraic expressions) is "not represented".<br><br>HMH Response: In the lesson interleaf for Lesson 8.4 on page 261A, the Associative Property of Addition, Associative Property of Multiplication, Commutative Property of Addition, Commutative Property of Multiplication, and Distributive Property are all listed as review vocabulary. These properties are all defined, with examples, in a table on SE page 262. Additionally, tasks 2 and 3 on pages 262-263 of the SE require students to list the property used in each step of simplifying an expression. On Your Own problems 3, 6, 14, 15, and 19 on pages 264-265, More Practice/Homework problems 6 and 7 on page 267, and Florida Test Prep problem 10 require students to justify their work using properties. |   | Lesson 8.4, p.262<br><a href="https://www.hmhco.com/FL_SE_M08_Numerical.c5cd-11ec-b2c9-4d07eb4">https://www.hmhco.com/FL_SE_M08_Numerical.c5cd-11ec-b2c9-4d07eb4</a>                                                                                                                                                                                                                                                                                                                                                             |
| 5 | MA.6.AR.1.4<br><br>Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.                                   | n/a                                      | Reviewer 1 stated that this standard was not represented because set notation was not used.<br><br>HMH Response: Set notation is not a requirement of the benchmark, shown in the example, or mentioned in the clarification. Integers are used in the language of the benchmark.<br><b>Equations</b> - On page 284, Task 4 parts E and F use substitution for a single value. Check Understanding problems 2-4 on page 284 use substitution for a single value. On Your Own problems 10-15 on page 285 have students substitute multiple values. On Your Own problems 16-17 on page 286 have students substitute multiple values. More Practice/Homework problems 7-10 on page 287 have students substitute for a single value. Page 285 problem 11 is the only one involving rational numbers and not just integers. Lessons 9.2 and 9.3 have students use what they learned in lesson 9.1 to check their solutions to equations.<br><b>Inequalities</b> - Lesson 10.1 (pages 322-325 and 327) covers the benchmark for inequalities.                                                                                                                                                                                                                                                                                 |   | Lesson 8.4, pp. 283<br><a href="https://www.hmhco.com/FL_SE_M08_Numerical.c5cd-11ec-b2c9-4d07eb4">https://www.hmhco.com/FL_SE_M08_Numerical.c5cd-11ec-b2c9-4d07eb4</a><br><br>Lessons 9.2-9.3, pp. 285<br><a href="https://www.hmhco.com/FL_SE_M09_Solve_Prob.11ec-8e6f-ab5d0d29724">https://www.hmhco.com/FL_SE_M09_Solve_Prob.11ec-8e6f-ab5d0d29724</a><br><br>Lesson 10.1, pp. 322-327<br><a href="https://www.hmhco.com/FL_SE_M10_Inequalities.41d7/a4ec30a4">https://www.hmhco.com/FL_SE_M10_Inequalities.41d7/a4ec30a4</a> |
| 6 | MA.6.AR.2.1<br><br>Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false. | n/a                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

| F | G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | H                                                                                                               | I            |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------|
| 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Reviewer Evaluation Scale:</b><br>5- Very Good<br>4- Good<br>3- Fair<br>2- Poor<br>1- Very Poor/No Alignment |              |
| 2 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                 |              |
| 3 | <b>Link to correction in materials</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                 | <b>Notes</b> |
| 4 | n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                 |              |
| 5 | <a href="content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_and_Algebraic_Expressions.pdf?custom_correlation_id=c8f353be-0d587">content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_and_Algebraic_Expressions.pdf?custom_correlation_id=c8f353be-0d587</a>                                                                                                                                                                                                                                                                                                                                                                                                                              | Practice problems should ask to generate equivalent expressions, not to "combine like terms".                   |              |
| 6 | <a href="content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_p-304">content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_p-304</a><br><a href="content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_plems_Using_Equations.pdf?custom_correlation_id=d78185db-c5cd-9-304">content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_plems_Using_Equations.pdf?custom_correlation_id=d78185db-c5cd-9-304</a><br>25, 327<br><a href="content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_s.pdf?custom_correlation_id=ea1f73e6-c5cd-11ec-95a8-">content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_s.pdf?custom_correlation_id=ea1f73e6-c5cd-11ec-95a8-</a> | Set notation is not an expectation, but instruction can include the use of set notation.                        |              |

|    | A                                                                                                                                                                                                                            | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | E                                                                                                                                                                                        |
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| 7  | <p>MA.6.AR.2.2</p> <p>Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.</p>                         | n/a | <p>Reviewer 2 rated the content highly with a 5 and commented "I love how this standard is spread out through multiple lessons and various strategies are used." Reviewer 1, on the other hand, stated that bar diagrams are not used.</p> <p>HMH Response: Bar diagrams are not mentioned in the benchmark or clarifications. Manipulatives listed in the clarifications are used. Please see examples below.</p> <p>Algebra Tiles in Task 3 on page 283, On Your Own problems on page 286, More</p> <p>Practice/Homework problems on pages 287-288, Task 2 on page 291</p> <p>Balances in Tasks 1 and 2 on page 282, Task 1 on page 290, On Your Own on page 293-294, More Practice Homework page 295;</p> <p>Base-ten blocks in Spark Your Learning on page 289</p> <p>drawings - Spark Your Learning on page 281, Task 2 on page 291, More Practice/Homework page 295</p> <p>number lines - Spark Your Learning on page 289</p> <p>inverse operations - Used throughout lessons 9.2 (pages 289-295), 9.4 (pages 305-310), and 9.5 (pages 311-316)</p> | <p>Lesson 9.3 p. 297 bar</p> <p>Lesson 9.1 pp. 286, 287</p> <p>Lesson 9.2 p. 292 balance</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Lesson 9.3 p. 297 Bar</p> <p>Lesson 9.1 pp. 286, 287</p> <p>Lesson 9.2 p. 292 balance</p>                                                                                             |
| 8  | <p>MA.6.AR.2.3</p> <p>Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.</p>                      | n/a | <p>Reviewer 1 stated that bar diagrams are not used.</p> <p>HMH Response: Bar diagrams are not mentioned in the benchmark or clarifications. Manipulatives listed in the clarifications are used. A bar diagram is used in the Spark Your Learning solution on page 297. Please see examples below.</p> <p>Algebra Tiles in Task 3 on page 283, On Your Own problems on page 286, More Practice/Homework problems on pages 287-288; Task 1 on page 298</p> <p>Balances in Tasks 1 and 2 on page 282</p> <p>drawings - Spark Your Learning on page 281</p> <p>number lines - Students graph their solution on a number line in Task 4 and</p> <p>Check Understanding problems 1-2 on page 300, On Your Own problems on page 301, and More Practice/Homework problem on page 303</p> <p>inverse operations - Used throughout lessons 9.3 (pages 297-304), 9.4 (pages 305-310), and 9.5 (pages 311-316)</p>                                                                                                                                                  | <p>Reviewer 1 stated that terms and solutions are not limited to positive rational numbers.</p> <p>HMH Response: Integers are acceptable in MA.6.AR.2.2 and MA.6.AR.2.3, so they are included in our content for MA.6.AR.2.4 as well even though the negative integers are not positive rational numbers. Problem 21 on page 294 does have a solution that is a negative decimal, but that is the only one in the lessons correlated to benchmark MA.6.AR.2.4.</p> <p>There are problems with fractions and decimals within each lesson. The benchmark has no requirement about a balance of fractions and decimals.</p> | <p>Lessons 9.2-9.4, pp. 286-287</p> <p><a href="https://www.hmhco.com/FL_SE_M09_Solve_Prof11ec-866f-ab8d0d29724">https://www.hmhco.com/FL_SE_M09_Solve_Prof11ec-866f-ab8d0d29724</a></p> |
| 9  | <p>MA.6.AR.2.4</p> <p>Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.</p>                                           | n/a | <p>Reviewer 2 stated that "lessons could have more practice with creating tables."</p> <p>HMH Response: Students complete tables in Check Understanding problem 1 on page 362, four problems in On Your Own on pages 363-364, and three problems in More Practice/Homework on page 365.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Lesson 11.2, pp. 363-364</p> <p><a href="https://www.hmhco.com/FL_SE_M11_Ratio_and95a8-3d6b34bc227f">https://www.hmhco.com/FL_SE_M11_Ratio_and95a8-3d6b34bc227f</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Lesson 11.2, pp. 363-364</p> <p><a href="https://www.hmhco.com/FL_SE_M11_Ratio_and95a8-3d6b34bc227f">https://www.hmhco.com/FL_SE_M11_Ratio_and95a8-3d6b34bc227f</a></p>               |
| 10 | <p>MA.6.AR.3.3</p> <p>Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.</p> | n/a | <p>Reviewer 1 stated that "range is missing."</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Lesson 19.3, pp. 637-642</p> <p><a href="https://www.hmhco.com/FL_SE_M19_Variability11ec-9255-675fd21d9f11">https://www.hmhco.com/FL_SE_M19_Variability11ec-9255-675fd21d9f11</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Lesson 19.3, pp. 637-642</p> <p><a href="https://www.hmhco.com/FL_SE_M19_Variability11ec-9255-675fd21d9f11">https://www.hmhco.com/FL_SE_M19_Variability11ec-9255-675fd21d9f11</a></p> |
| 11 | <p>MA.6.DP.1.2</p> <p>Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.</p>                                                                                           | n/a | <p>HMH Response: Range is covered in lesson 19.3 (pages 637-642)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Lesson 19.3, pp. 637-642</p> <p><a href="https://www.hmhco.com/FL_SE_M19_Variability11ec-9255-675fd21d9f11">https://www.hmhco.com/FL_SE_M19_Variability11ec-9255-675fd21d9f11</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Lesson 19.3, pp. 637-642</p> <p><a href="https://www.hmhco.com/FL_SE_M19_Variability11ec-9255-675fd21d9f11">https://www.hmhco.com/FL_SE_M19_Variability11ec-9255-675fd21d9f11</a></p> |

|    | F                                                                                                                                                                                                        | G                                                                                                                                                                                                                                                                                                                                                                       | H | I |
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|    | <p>diagrams, Lesson 9.3 pp. 298 manipulatives,</p> <p>content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_plems_Using_Equations.pdf?custom_correlation_id=d78185db-c5cd-3</p>                  |                                                                                                                                                                                                                                                                                                                                                                         |   |   |
| 7  | <p>diagrams, 7-288 and Lesson 9.3 pp. 298 Manipulatives, pieces</p> <p>content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_plems_Using_Equations.pdf?custom_correlation_id=d78185db-c5cd-3</p> | <p>No expectation for students to use specific methods. Alignment is fine.</p>                                                                                                                                                                                                                                                                                          |   |   |
| 8  |                                                                                                                                                                                                          | <p>No expectation for students to use specific methods. Alignment is fine.</p>                                                                                                                                                                                                                                                                                          |   |   |
| 9  | <p>p-316 content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_plems_Using_Equations.pdf?custom_correlation_id=d78185db-c5cd-3</p>                                                               | <p>For examples aligned to this benchmark, it should not include negative rational numbers, the intention is to use relational thinking (as done in K-5) to determine unknowns. It is not the intention for students to solve using an algebraic method (although if students make the connection from solving algebraically/procedurally then they certainly can).</p> |   |   |
| 10 | <p>content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_Rates_Concepts.pdf?custom_correlation_id=f9f51a49-c5cd-11ec-</p>                                                                        | <p>Examples do not include three-column tables which is part of the benchmark.</p>                                                                                                                                                                                                                                                                                      |   |   |
| 11 | <p>content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_and_Data_Distribution.pdf?custom_correlation_id=8912d428-c5ce-</p>                                                                      | <p>Range should be embedded throughout DP lessons</p>                                                                                                                                                                                                                                                                                                                   |   |   |



|    | A                                                                                                                                                                                                                                                 | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | D                                                                                                                                                                                                                                                                                                                                  | E |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 12 | <p>MA.6.DP.1.3<br/>Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.</p> | n/a | <p>Reviewer 1 stated that "instruction does not include vertical representation of box plot." Instruction includes horizontal representation of box plots.<br/>HMH Response: Vertical box plots are not mentioned anywhere in the benchmark, example, or clarification. We fully cover the benchmark and clarification in lessons 19.2 (pages 629-636) and 19.4 (pages 643-648).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Lesson 19.2, pp. 629-636<br/><a href="https://www.hmhco.com/FL_SE_M19_Variability11ec-9255-675fd21d9f11">https://www.hmhco.com/FL_SE_M19_Variability11ec-9255-675fd21d9f11</a></p>                                                                                                                                              |   |
| 13 | <p>MA.6.DP.1.4<br/>Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.</p>        | n/a | <p>Reviewer 1 stated that "instruction limited to skewed description . . . and does not focus on describing data as Normal or Bimodal."<br/>HMH Response: Instruction does not focus on describing data as Normal or Bimodal. The benchmark does not mention Bimodal or Normal. The clarification (Appendix C) does not contain Bimodal or Normal in the glossary. We fully cover the benchmark in lessons 19.1 (pages 621-628) and 19.4 (pages 643-648).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Lesson 19.1, pp. 621-628<br/><a href="https://www.hmhco.com/FL_SE_M19_Variability11ec-9255-675fd21d9f11">https://www.hmhco.com/FL_SE_M19_Variability11ec-9255-675fd21d9f11</a></p>                                                                                                                                              |   |
| 14 | <p>MA.6.NSO.1.3<br/>Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.</p>                                             | n/a | <p>Reviewer 2 stated that "lessons needs various number lines . . . and more practice with absolute value of rational numbers."<br/>HMH Response: Lesson 1.3 contains three horizontal number lines (pages 19, 20, and 21) and two vertical number lines (pages 20 and 22). Students explicitly find the absolute value of a number eight times in the tasks on pages 20 and 21 and eight practice problems on pages 22 and 23. Students must find absolute value in the process of solving other problems in the tasks and practice problems. The benchmark and clarifications are fully covered in lesson 1.3.</p>                                                                                                                                                                                                                                                                                                                                                                                 | <p>Lesson 1.3, pp.19-24<br/><a href="https://www.hmhco.com/FL_SE_M01_Rational_N86ef-039c40bat052">https://www.hmhco.com/FL_SE_M01_Rational_N86ef-039c40bat052</a></p>                                                                                                                                                              |   |
| 15 | <p>MA.6.NSO.2.2<br/>Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.</p>                             | n/a | <p>Reviewer 1 stated that "instruction was limited to multiplication, no division."<br/>HMH Response: Fraction multiplication is covered in Module 2, lessons 2.1-2.3. Fraction division is covered in Module 3, lessons 3.1-3.3. Lesson 3.4 allows students to practice a mixture of multiplication and division of fractions. Modules 2 and 3 fully cover the benchmark and clarification. (Screenshots of TOC for Modules 2 and 3 provided.)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Lessons 2.1-2.3, pp. 43-49<br/><a href="https://www.hmhco.com/FL_SE_M02_Fraction_N9f3b4a237db7">https://www.hmhco.com/FL_SE_M02_Fraction_N9f3b4a237db7</a></p> <p>Lessons 3.1-3.4, pp.67-94<br/><a href="https://www.hmhco.com/FL_SE_M03_Fraction_D33fe954f0a4e">https://www.hmhco.com/FL_SE_M03_Fraction_D33fe954f0a4e</a></p> |   |
| 16 | <p>MA.6.NSO.3.2<br/>Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.</p>                                                                                     | n/a | <p>While Reviewer 2 rated us a 4 and he noted "benchmark is covered with GCF"; Reviewer 1 stated that the benchmark was not met, with no specific evidence.<br/>HMH Response: Lesson 1.4 Task 2 on page 26 covers GCF and reminds students of the Distributive Property. The end of Task 2 has students re-write <math>24 + 16</math> as <math>8(3) + 8(2) = 8(3 + 2)</math>. This is also practiced in problems on pages 31-32. The benchmark and clarification are fully covered in lesson 1.4.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Lesson 1.4, p.25-32<br/><a href="https://www.hmhco.com/FL_SE_M01_Rational_N86ef-039c40bat052">https://www.hmhco.com/FL_SE_M01_Rational_N86ef-039c40bat052</a></p>                                                                                                                                                               |   |
| 17 | <p>MA.7.AR.1.2<br/>Determine whether two linear expressions are equivalent.</p>                                                                                                                                                                   | n/a | <p>Reviewer 2 stated that lessons "need more practice with fraction coefficients".<br/>HMH Response: This benchmark is covered in Lessons 8.4 and 8.5. Most of the use of rational coefficients is used in Lesson 8.5, when students are more familiar and confident in working with linear expressions.<br/>Lesson 8.4: Rational coefficients are used in Task 2 on page 262 (1 fractional), Check Understanding problem 2 on page 263, On Your Own problems 12, 16, 24, and 28 on pages 264-266 (3 fractional), and More Practice/Homework problem 8 (fractional) on page 267.<br/>Lesson 8.5: Rational coefficients are used in Task 1 on page 269 (fractional), Task 2 on page 270, Check Understanding problem 4 (fractional) on page 271, On Your Own problems 5, 10, 13, 16, 17, 18, 19, 20, 23, 26, and 30 on pages 272-274 (7 fractional), More Practice/Homework problems 1, 6, and 8 on page 275 (2 fractional), and Florida Test Prep problems 12 and 13 on page 276 (1 fractional).</p> | <p>Lessons 8.4 and 8.5, pp.<br/><a href="https://www.hmhco.com/FL_SE_M08_Numerical_c5cd-11ec-b2e9-4d07eb4">https://www.hmhco.com/FL_SE_M08_Numerical_c5cd-11ec-b2e9-4d07eb4</a></p>                                                                                                                                                |   |

|    | F                                                                                                                                                            | G                                                                                                                                                                                                          | H | I |
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|    | 86, Lesson 19.4, pp. 643-648<br>content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_and_Data_Distribution.pdf?custom_correlation_id=8912d428-c5ce- |                                                                                                                                                                                                            |   |   |
| 12 | 88, Lesson 19.4, pp. 643-648<br>content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_and_Data_Distribution.pdf?custom_correlation_id=8912d428-c5ce- | Instruction can include vertical box plots, but that can be adaptable by the teacher for classroom                                                                                                         |   |   |
| 13 |                                                                                                                                                              | Left skewed and right skewed not expectations of benchmark. Within BIG-M states that describing data focuses on using normal, skewed and bimodal.                                                          |   |   |
| 14 | content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_Number_Concepts.pdf?custom_correlation_id=3f600eae-c5cd-11ec-92e2-020000000000                 | Problems focus more integer values whereas the benchmark expectation is rational numbers. Additionally, practice problems lack use of a number line however students can use one in determining solutions. |   |   |
| 15 | 96<br>content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_Division.pdf?custom_correlation_id=64199b4a-c5cd-11ec-8589-020000000000                  | No expectation for students to write fractions in simplest form. Little practice with multiplying and dividing with more than two numbers                                                                  |   |   |
| 16 | content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_Number_Concepts.pdf?custom_correlation_id=3f600eae-c5cd-11ec-                                  | No expectation for students to use specific method on comparing fractions/numbers. Little evidence of this benchmark present within the lesson.                                                            |   |   |
| 17 | .264-277<br>content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_and_Algebraic_Expressions.pdf?custom_correlation_id=c8f353be-0d587                 | Lesson focuses on integers whereas the benchmark does include rational numbers.                                                                                                                            |   |   |

|    | A                                                                                                                                                                                        | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | D                                                                                                                                                                     | E                                                                                                                                                                        |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 18 | <p>MA.7.DP.2.4</p> <p>Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.</p>                                      | n/a | <p>Reviewer 1 states the "instruction partially meets benchmark", but does not provide evidence.</p> <p>HMH Response: This benchmark and the clarifications are fully covered in lesson 21.2. Benchmark: Lesson 21.2 Task 3 on page 702, On Your Own problems 4 and 11 on pages 703-704, More Practice/Homework problem 5 on page 705, and Florida Test Prep problem 9 on page 706 have students conduct an experiment and compare experimental and theoretical probabilities.</p> <p>Clarification 1: Fractions, decimals, and percentages are used throughout lesson 21.1, with several instances, like Task 2 Part E on page 701, where students must write there answer in all three forms.</p> <p>Clarification 2: Task 3 Part C page 702, On Your Own problem 4 page 703, and More Practice/Homework problem 5 on page 705</p> <p>Clarification 3: Coins, die (called a number cube), cards (non-standard deck page 703), marbles, and spinners are all used in lesson 21.2.</p> | Lesson 6.4, pp.191-198<br><a href="https://www.jmhco.com/FL_SE_M06_Fluency_W11ec-8810-c1b44a02086">https://www.jmhco.com/FL_SE_M06_Fluency_W11ec-8810-c1b44a02086</a> | Lesson 21.2, pp. 699-700<br><a href="https://www.jmhco.com/FL_SE_M21_Probability193f214e8caa">https://www.jmhco.com/FL_SE_M21_Probability193f214e8caa</a>                |
| 19 | <p>MA.7.NSO.2.1</p> <p>Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.</p> | n/a | <p>Reviewer 1 states that "instruction does not include whole-number exponents."</p> <p>HMH Response: This benchmark and clarification are fully covered, not including exponents, in Lessons 6.4 and 6.6. Exponents are taught in Lesson 7.1. Whole-number exponents, in the context of using order of operations, appear in Lesson 8.1 on pages 239-244.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Lesson 7.1, pp. 217-222<br><a href="https://www.jmhco.com/FL_SE_M07_Numerical2bb9b6416fd7">https://www.jmhco.com/FL_SE_M07_Numerical2bb9b6416fd7</a>                  | Lesson 8.1, pp. 237-244<br><a href="https://www.jmhco.com/FL_SE_M08_Numericalc5cd-11ec-b2c9-4d07eb4">https://www.jmhco.com/FL_SE_M08_Numericalc5cd-11ec-b2c9-4d07eb4</a> |

| F                                                                                                                                                                                                                                                                                                                                                                                                                | G                                                                                                                                                                                                                                  | H | I |
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| <p>2<br/>content/math/into_math_fl/g6_7/student/pdf/ACCC6_IntroMath_EN_.pdf?custom_correlation_id=b4f51ce5-c5ce-11ec-acee-</p>                                                                                                                                                                                                                                                                                   | <p>Wonder why lesson does not include experimental probability if it does have a few questions within it. Most of lesson focuses on fraction form of probability and no reference as to why one form may be used over another.</p> |   |   |
| <p>18<br/>content/math/into_math_fl/g6_7/student/pdf/ACCC6_IntroMath_EN_With_Rational_Numbers.pdf?custom_correlation_id=a56db32f-c5cd-11ec-9e8c-content/math/into_math_fl/g6_7/student/pdf/ACCC6_IntroMath_EN_Expressions.pdf?custom_correlation_id=b1defc68-c5cd-11ec-9e8c-content/math/into_math_fl/g6_7/student/pdf/ACCC6_IntroMath_EN_and_Algebraic_Expressions.pdf?custom_correlation_id=c8f353be-0d587</p> | <p>Lesson 8.1 focuses on integers whereas benchmark states rational numbers.</p>                                                                                                                                                   |   |   |
| 19                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                    |   |   |

**From:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>

**Sent:** Thursday, May 05, 2022 9:26 AM EDT

**To:** Baumbach, Amber; Hamilton, Lauren; Jacobson, Lisa

**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; Drew Parker; Duncan, Patricia; Starling, Courtney; Harvey, Ashley

**Subject:** RE: HNH appeal MEETING TODAY

**Attachment(s):** "image001.png", "image002.png", "image003.jpg"

Amber - Thank you. I have forwarded this new information along.

Thanks,

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

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---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Sent:** Thursday, May 5, 2022 8:45 AM

**To:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>

**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>; Duncan, Patricia <Patricia.Duncan@fldoe.org>; Starling, Courtney <Courtney.Starling@fldoe.org>; Harvey, Ashley <Ashley.Harvey@fldoe.org>

**Subject:** HNH appeal MEETING TODAY

**This message originated from outside your organization**

---

Good morning,

Tomorrow's meeting has been moved to this afternoon at 1:00 PM. Please see the link below to join.

See you then!

HNH - Appeal

Thu, May 5, 2022 1:00 PM - 1:30 PM (EDT)

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Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Baumbach, Amber

**Sent:** Wednesday, May 4, 2022 11:27 AM

**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>; Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>; Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>; Harvey, Ashley <[Ashley.Harvey@fldoe.org](mailto:Ashley.Harvey@fldoe.org)>

**Subject:** RE: HMH initial appeal call

Hi Tavi,

I was just working on that J

I've scheduled a meeting to discuss the next steps with our math content specialists on Friday at 1:00 pm. Please see the link to the meeting below.

Thanks!

HMH - Appeal

Fri, May 6, 2022 1:00 PM - 1:30 PM (EDT)

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United States: [+1 \(571\) 317-3116](tel:+15713173116)

**Access Code:** 440-187-477

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Meeting ID: 440 187 477

Or dial directly: [440187477@67.217.95.2](tel:44018747767217952) or [67.217.95.2##440187477](tel:67217952440187477)

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>

**Sent:** Wednesday, May 4, 2022 11:16 AM

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**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

Good morning Lauren - Could you please provide a status/ETA of HMH's appeal?

Thanks,

Tavi

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hmhco.com](http://hmhco.com)

---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Friday, April 29, 2022 7:34 AM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hmhco.com](mailto:Lisa.Jacobson@hmhco.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hmhco.com](mailto:Lataviance.Taylor@hmhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelina.Rivers1@fldoe.org](mailto:Angelina.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

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---

Thanks, Lisa. We will send all documents for review and reach out with next steps soon.

Please let me know if there's anything we can do to assist.

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hmhco.com](mailto:Lisa.Jacobson@hmhco.com)>  
**Sent:** Thursday, April 28, 2022 9:52 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hmhco.com](mailto:Lataviance.Taylor@hmhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelina.Rivers1@fldoe.org](mailto:Angelina.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Dear Lauren,  
Thank you for providing us with appeal template. On behalf of HMH, I am sending you the completed Appeal files for the following:

HMH Florida's B.E.S.T. Go Math! Grade K  
HMH Florida's B.E.S.T. Go Math! Grade 1  
HMH Florida's B.E.S.T. Go Math! Grade 2  
HMH Florida's B.E.S.T. Go Math! Grade 5  
HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**  
<https://www.hmhco.com/ui/login/?connection=91005680>  
**State:** EVALUATOR  
**District:** FL K-12 Math Review-91005680  
**Teacher Username:** FL-DemoTeacher1  
**Teacher Password:** TheBEST1!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,

Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Tuesday, April 26, 2022 12:01 PM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

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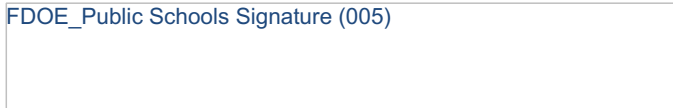
Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)



---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, April 25, 2022 9:53 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)



---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** HMH initial appeal call

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---

Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

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United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 547-145-269

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Meeting ID: 547 145 269

Or dial directly: [547145269@67.217.95.2](tel:547145269@67.217.95.2) or [67.217.95.2###547145269](tel:67.217.95.2###547145269)

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

**Sent:** Saturday, June 04, 2022 10:44 AM EDT

**To:** Taylor, Lataviance L; Hamilton, Lauren; Jacobson, Lisa

**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; Drew Parker; Duncan, Patricia; Starling, Courtney; Harvey, Ashley

**Subject:** RE: HHM appeal MEETING TODAY

**Attachment(s):** "image001.png", "image002.png", "image003.jpg", "image005.jpg"

Hi Tavi,

In preparation for today's meeting I'm sharing the spreadsheets that we will be discussing. Please note that the focus of the meeting will be on standards alignment with our math content specialists.

We are looking forward to working with you.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>

**Sent:** Thursday, May 5, 2022 9:26 AM

**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>

**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>; Duncan, Patricia <Patricia.Duncan@fldoe.org>; Starling, Courtney <Courtney.Starling@fldoe.org>; Harvey, Ashley <Ashley.Harvey@fldoe.org>

**Subject:** RE: HHM appeal MEETING TODAY

Amber - Thank you. I have forwarded this new information along.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Sent:** Thursday, May 5, 2022 8:45 AM

**To:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>

**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>; Duncan, Patricia <Patricia.Duncan@fldoe.org>; Starling, Courtney <Courtney.Starling@fldoe.org>; Harvey, Ashley <Ashley.Harvey@fldoe.org>

**Subject:** HHM appeal MEETING TODAY

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Good morning,

Tomorrow's meeting has been moved to this afternoon at 1:00 PM. Please see the link below to join.

See you then!

Thu, May 5, 2022 1:00 PM - 1:30 PM (EDT)

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**Access Code:** 440-187-477

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Thank you,

Amber Baumbach  
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Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

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**Subject:** RE: HMH initial appeal call

Hi Tavi,

I was just working on that J

I've scheduled a meeting to discuss the next steps with our math content specialists on Friday at 1:00 pm. Please see the link to the meeting below.

Thanks!

HMH - Appeal

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Library Media & Instructional Materials Program Specialist

Bureau of Standards and Instructional Support  
Florida Department of Education  
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Tallahassee, FL 32399-0400  
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**Subject:** RE: HMM initial appeal call

Good morning Lauren - Could you please provide a status/ETA of HMM's appeal?

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

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---

Thanks, Lisa. We will send all documents for review and reach out with next steps soon.

Please let me know if there's anything we can do to assist.

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

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**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia

<[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

Dear Lauren,

Thank you for providing us with appeal template. On behalf of HMH, I am sending you the completed Appeal files for the following:

HMH Florida's B.E.S.T. Go Math! Grade K  
HMH Florida's B.E.S.T. Go Math! Grade 1  
HMH Florida's B.E.S.T. Go Math! Grade 2  
HMH Florida's B.E.S.T. Go Math! Grade 5  
HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**

<https://www.hmhco.com/ui/login/?connection=91005680>

**State:** EVALUATOR

**District:** FL K-12 Math Review-91005680

**Teacher Username:** FL-DemoTeacher1

**Teacher Password:** TheBEST1!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,  
Lisa

---

**Lisa Jacobson**

Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**

125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hmhco.com](mailto:lisa.jacobson@hmhco.com)  
[hmhco.com](http://hmhco.com)



---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>

**Sent:** Tuesday, April 26, 2022 12:01 PM

**To:** Taylor, Lataviance L <[Lataviance.Taylor@hmhco.com](mailto:Lataviance.Taylor@hmhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hmhco.com](mailto:Lisa.Jacobson@hmhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

**This message originated from outside your organization**

Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, April 25, 2022 9:53 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** HMH initial appeal call

**This message originated from outside your organization**

Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

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**Access Code:** 547-145-269

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Meeting ID: 547 145 269

Or dial directly: [547145269@67.217.95.2](tel:547145269@67.217.95.2) or [67.217.95.2###547145269](tel:67.217.95.2###547145269)

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street

Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

**From:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>

**Sent:** Monday, May 09, 2022 11:24 AM EDT

**To:** Baumbach, Amber; Hamilton, Lauren

**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; Drew Parker; Jacobson, Lisa

**Subject:** RE: HMM initial appeal call

**Attachment(s):** "HMM FL Into Math Appeal Accelerated 6\_Updated Response.xlsx", "HMM FL Go Math Appeal G1\_Updated Response.xlsx", "HMM FL Go Math Appeal G5\_Updated Response.xlsx", "image001.png", "image002.jpg", "image003.png"

Dear Amber - On behalf of HMM, I am sending you the updated Appeal files for the following:

- HMM Florida's B.E.S.T. Go Math! Grade 1
- HMM Florida's B.E.S.T. Go Math! Grade 5
- HMM Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that for ease, there is no need to sign on to the Ed platform to view links. The files needed are posted to an "open" box folder.

Thank you for your consideration, and please let me know if you require any further information.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Taylor, Lataviance L

**Sent:** Wednesday, May 4, 2022 11:16 AM

**To:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>

**Subject:** RE: HMM initial appeal call

Good morning Lauren - Could you please provide a status/ETA of HMM's appeal?

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>

**Sent:** Friday, April 29, 2022 7:34 AM

**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMM initial appeal call

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---

Thanks, Lisa. We will send all documents for review and reach out with next steps soon.

Please let me know if there's anything we can do to assist.

Thanks,  
Lauren



Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Thursday, April 28, 2022 9:52 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelina.Rivers1@fldoe.org](mailto:Angelina.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Dear Lauren,

Thank you for providing us with appeal template. On behalf of HMH, I am sending you the completed Appeal files for the following:

HMH Florida's B.E.S.T. Go Math! Grade K  
HMH Florida's B.E.S.T. Go Math! Grade 1  
HMH Florida's B.E.S.T. Go Math! Grade 2  
HMH Florida's B.E.S.T. Go Math! Grade 5  
HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**

<https://www.hnhco.com/ui/login/?connection=91005680>

**State:** EVALUATOR

**District:** FL K-12 Math Review-91005680

**Teacher Username:** FL-DemoTeacher1

**Teacher Password:** TheBEST1!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,  
Lisa

---

**Lisa Jacobson**

Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**

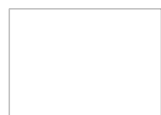
125 High Street

Boston, MA 02110

Office: 617.351.5415

[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)

[hnhco.com](http://hnhco.com)



---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Tuesday, April 26, 2022 12:01 PM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelina.Rivers1@fldoe.org](mailto:Angelina.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

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Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>

**Sent:** Monday, April 25, 2022 9:53 AM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

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**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Sent:** Monday, April 25, 2022 9:50 AM

**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** HMH initial appeal call

This message originated from outside your organization

---

Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

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United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 547-145-269

**Join from a video-conferencing room or system.**

Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](https://inroomlink.goto.com)

Meeting ID: 547 145 269

Or dial directly: [547145269@67.217.95.2](tel:547145269@67.217.95.2) or [67.217.95.2##547145269](tel:67.217.95.2##547145269)

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Amber Baumbach

Library Media & Instructional Materials Program Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street

Tallahassee, FL 32399-0400

850-245-9115

[DOE email signature](#)

A

B

C

D

E

F

COURSE #5012030\_HMH Florida's B.E.S.T. Go Math! Grade 1

BID 455

Standard Below 3 (if applicable)

Special Topic Concern (If applicable)

Publisher Correction

Link to

n/a

n/a

HMH Overall Response: After collecting and analyzing all the scores provided by the reviewers on Grade 1, we believe there was an error in calculations with the scores and that this grade did in fact score a 4. Nonetheless, we have provided responses to any standards where at least one reviewer scored us a 3 or below.

Reviewer 1 rates us a 5 here and indicates that " Items focus on true and false. There is a mix of operations being related on both sides of the question as well as opportunities for multiple addends.

Reviewer 2s, on the other hand, states that there were too many terms in the equations. They indicated that "The Listen and Draw on p.477, #13 on p.480, and #7 on 481 contain 5 terms, which does not align to the standard and clarifications."

HMH Response: There are no more than 3 terms used on one side of an equation. On p. 477; p. 480 and 481 each have only a single equation that shows two terms on one side of the equation and three terms on the other.

Additionally, Reviewer 2 wrote that the lesson does "not focus on the meaning of the equal sign.

HMH Response: The Math Talk on p. 477 addresses the meaning of the equal sign.

MA.1.AR.2.2

Determine and explain if equations involving addition or subtraction are true or false.

n/a

MA.1.DP.1.1  
Collect data into categories and represent the results using tally marks or pictographs.

n/a

Reviewer 2 writes that Clarification 1 calls for students to use "tally marks to skip counting by 5's."

HMH Response: Clarification 1 states that students should connect tally marks to counting by 5s, but does not state the expectation that students should skip count tally marks.

Lesson 16.3- Marks Lesson 16.4- Marks

https://www.go\_math/EN\_FL\_SE om\_correlat 4701-822a-4

Lesson 10.8

Not Equal, and operating equation.

https://www.go\_math/EN\_FL\_SE traction\_Re relation\_id 9b5e-235f2



|   | G                                                                                                                                                                                                             | H | I                                                                                                                                                                                                                                                                                                                                                                                                                                                  | J                                                                                                                                                                                                                                                                                                                                         |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 |                                                                                                                                                                                                               |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                           |
| 2 |                                                                                                                                                                                                               |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                           |
| 3 | correction in materials                                                                                                                                                                                       |   | Notes from FL DOE                                                                                                                                                                                                                                                                                                                                                                                                                                  | Updated Publisher Correction                                                                                                                                                                                                                                                                                                              |
| 4 | n/a                                                                                                                                                                                                           |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                           |
| 5 | <p>pp. 477-481 Equal and focuses on True/False items on both sides of the</p> <p>hmhco.com/content/math/student/pdf/G1_GoMath_5_C10_Addition_and_Substitutions.pdf?custom_content_id=f0e6549e-4187-f145f0</p> |   | <p>MA.1.AR.2.2 Clarification 2: Problem types are limited to an equation with no more than four terms. For questions on pages 480 and 481 there are 5 terms instead of 4. There is not a focus on the meaning of the equal sign within the lesson the evidence provided within the Math Talk does not guarantee that every teacher will realize that is the focus of the lesson and not a supplemental piece.</p> <p>Lesson 10.8: p.478, p.480</p> | <p>Pages in Lesson 10.8 have been updated to reflect corrections. The 5-term equation is removed. Model and Draw on the upper half of p.478 has been updated to emphasize the meaning of the equal sign. These changes will appear in the digital program immediately and upon reprint of the books.</p> <p>Lesson 10.8: p.478, p.480</p> |
| 6 | <p>pp. 673-678 Tally</p> <p>pp.679-685 Make Tally</p> <p>hmhco.com/content/math/student/pdf/G1_GoMath_5_C16_Graphing.pdf?custom_id=f0e6549e-4187-f44b3d09850e</p>                                             |   | <p>Lesson does align to the benchmark, however DP.1.1 was identifies while DP1.2 is listed in the teacher edition. Additionally, question 14 on page is 676 is not clear, instead of having students recreate the total using tally marks, the number should be presented for students recognize the connection.</p>                                                                                                                               | <p>Lesson 16.3 aligns as stated by curriculum specialist; p. 676 corrected. This change will appear in the digital program immediately and upon reprint of the books.</p> <p>Lesson 16.3: p.676</p>                                                                                                                                       |

|   | K                                                                                                                                 | L                                                                                                        | M |
|---|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---|
| 1 |                                                                                                                                   | Reviewer Evaluation Scale:<br>5- Very Good<br>4- Good<br>3- Fair<br>2- Poor<br>1- Very Poor/No Alignment |   |
| 2 |                                                                                                                                   |                                                                                                          |   |
| 3 | Updated Link to Correction in Materials                                                                                           |                                                                                                          |   |
| 4 |                                                                                                                                   |                                                                                                          |   |
| 5 | <a href="https://hnhco.box.com/s/hbhmmihms27qox3vwgyiulkavkylq">https://hnhco.box.com/s/hbhmmihms27qox3vwgyiulkavkylq</a>         |                                                                                                          |   |
| 6 | <a href="https://hnhco.box.com/s/akkuftqthf2apb300068i10gzsiakwnbi">https://hnhco.box.com/s/akkuftqthf2apb300068i10gzsiakwnbi</a> |                                                                                                          |   |

| A                                                                                                                                                                                                                                                                                       | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | D | E | F                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>MA.1.GR.1.1<br/>Identify, compare and sort two- and three- dimensional figures based on their defining attributes. Figures are limited to circles, semi- circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders.</p> | n/a | <p>Reviewer 2 states that the content contains "informal language" and "is missing critical academic vocabulary as mentioned in the clarifications."<br/>HMH Response: the "critical" academic vocabulary is not specifically stated by the FL standards and we use age-appropriate language.</p>                                                                                                                                                                                                                                                                                                                                                                                                                    |   |   | <p>Lesson 11.1, Dimensional Lesson 11.3, Dimensional Dimensional Dimensional<br/><a href="https://www/geo_math/g_EN_FL_SE_Dimensional_ation_id=94889f9ea384f">https://www/geo_math/g_EN_FL_SE_Dimensional_ation_id=94889f9ea384f</a><br/>12.1: Classi Dimensional 12.2: Attrib Shapes, 539<br/><a href="http://www.jmhco.ath/g1/stude_FL_SE_C12_Dimensional_ation_id=c49ee272db7">www.jmhco.ath/g1/stude_FL_SE_C12_Dimensional_ation_id=c49ee272db7</a></p> |
| <p>MA.1.GR.1.2<br/>Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.</p>                                                                                                                               | n/a | <p>Reviewer 1 states there are limited examples of sketching 2-D figures.<br/>HMH Response: This is covered on pp.539-540, which has a table where students identify, draw, and give attributes of the shapes. Additionally, on p.521-526, students draw and identify two-dimensional shapes that compose three-dimensional shapes.<br/>Reviewer 2 states that "P.521-526 do not align with the standard at all. It is only 2d shapes based on their attributes, not the attributes of a 3D shape."<br/>HMH Response: Attributes of 3-D shapes include 2-D shapes, which are included in Lesson 11.5, pp. 521-526. Classifying two- and three-dimensional shapes are found in Lesson 11.1, 11.5, 12.1, and 12.5.</p> |   |   | <p>Lesson 12.2<br/><a href="http://www.jmhco.ath/g1/stude_FL_SE_C12_Dimensional_ation_id=c49ee272db7">www.jmhco.ath/g1/stude_FL_SE_C12_Dimensional_ation_id=c49ee272db7</a><br/>Lesson. 11.5<br/><a href="https://www/geo_math/g_EN_FL_SE_Dimensional_ation_id=c49ee272db7">https://www/geo_math/g_EN_FL_SE_Dimensional_ation_id=c49ee272db7</a></p>                                                                                                        |
| <p>MA.1.GR.1.3<br/>Compose and decompose two- and three- dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.</p>                                                            | n/a | <p>Reviewer 2 states Lesson 12.5 uses fourths instead of semi-circles.<br/>HMH Response: The example mentioned uses two quarter circles to make a half circle, which is then composed to make other shapes.<br/>Additionally, reviewer 2 writes "There are some good examples of composing and decomposing 2d and 3d shapes . . . it is lacking the much needed vocabulary."<br/>HMH Reponse: From a standards perspective, using academic language and vocabulary is not mentioned.</p>                                                                                                                                                                                                                             |   |   | <p>Lesson 12.5<br/>New Two-D<br/><a href="http://www.jmhco.ath/g1/stude_FL_SE_C12_Dimensional_ation_id=c49ee272db7">www.jmhco.ath/g1/stude_FL_SE_C12_Dimensional_ation_id=c49ee272db7</a></p>                                                                                                                                                                                                                                                               |

|   | G                                                                                                                                                                                                                                                                                                                                                                                                    | H                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | J                                                                                                                                                                                                                                                                            |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7 | <p>pp. 497-500 Three Shapes<br/>pp. 500-503 Two-Shapes on Three-Shapes</p> <p>hnhco.com/content/math/student/pdf/G1_GoMath3_C11_Geometry_Three_Solids.pdf?custom_correl=07c363-029b-41e0-9e51-5b5b</p> <p>ly and Sort Two-Shapes, 533-536<br/>utes of Two-Dimensional-542</p> <p>hnhco.com/content/math/go_mn/pdf/G1_GoMath_EN_Geometry_Two-Shapes.pdf?custom_corr=3ed929b-6a32-4bca-bc8c-11f11f</p> | <p>Lessons align</p>                                                                                                                                                                                                                                                                                 | <p>Lesson aligns.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Students draw shapes in Lesson 12.2 p.539 given that attributes "curved" and "straight"; on p.540, students draw hexagons, rectangles, squares, and triangles, naming the quantity of the attributes (number of sides and vertices.)</p> <p>Lesson 12.2: pp. 539, 540</p> |
| 8 | <p>pp. 521-526</p> <p>hnhco.com/content/math/student/pdf/G1_GoMath3_C11_Geometry_Three_Solids.pdf?custom_correl=0e0e0d-6a4e-4944-82df-06#page=29</p>                                                                                                                                                                                                                                                 | <p>There are limited opportunities for students to create the own drawings and sketches within the lessons. In lesson 11.5, stuenrs can draw the shape indentifies instead of circling.</p>                                                                                                          | <p>Pages in the following lessons have been updated to reflect corrections: In Lesson 12.3 and Lesson 12.4, students compose new shapes using triangles, rectangles, and trapezoids with pattern blocks and by drawing. In Lesson 12.3, the focus is on spatial relationships relating to part-whole and counting the number of parts used per Clarification 1. These changes will appear in the digital program immediately and upon reprint of the books.</p> <p>Lesson 12.3: pp. 545-548<br/>Lesson 12.4: pp. pp.551-554</p> |                                                                                                                                                                                                                                                                              |
| 9 | <p>pp. 557-560 Create Dimensional Shapes</p> <p>hnhco.com/content/math/go_mn/pdf/G1_GoMath_EN_Geometry_Two-Shapes.pdf?custom_corr=3ed929b-6a32-4bca-bc8c-11f11f</p>                                                                                                                                                                                                                                  | <p>The expectation of the benchmark is not to compose 2 quarter circles to make a semi-circle. Benchmark language for figures used should be incorporated within the lesson (semi-circle, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders).</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                              |



|   | K                                                                                                                                 | L | M |
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| 7 |                                                                                                                                   |   |   |
| 8 | <a href="https://hnhco.box.com/s/4dr84lb8k0dbrjvhwemlc73w9oiv545n">https://hnhco.box.com/s/4dr84lb8k0dbrjvhwemlc73w9oiv545n</a>   |   |   |
| 9 | <a href="https://hnhco.box.com/s/tauo5iv2abd1k8ifd0k9x8yctbx4f7gbd">https://hnhco.box.com/s/tauo5iv2abd1k8ifd0k9x8yctbx4f7gbd</a> |   |   |

|    | A                                                                                                                                                                                                                                                                      | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | D | E | F                                                                                                                                                              |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 | <p>MA.1.GR.1.4</p> <p>Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.</p> | n/a | <p>Reviewer 1 states that "While there are many examples of real-world objects for stand alone figures (balls, cones, cans, etc.), there are only a few real-world examples of items with multiple identifiable geometric figures . . ." In most other examples, they are identifying the geometric figures in composed shapes.</p> <p>HMH Response: The composite figures were included; however because of their age appropriateness for Grade 1 students. The approach also meets the standard as it is written.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |   | <p>Lesson 11.2<br/>Dimensional<br/><a href="https://www.go_math/ge_EN_FL_SE">https://www.go_math/ge_EN_FL_SE</a><br/>Dimensional<br/>ation_id=9a89f9ac384f</p> |
| 11 | <p>MA.1.M.1.1</p> <p>Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.</p>                                                                                                                      | n/a | <p>Reviewer 1 gave us a positive score of 5--a difference of 3 points from Reviewer 2. This reviewer specifically said "Items align to the standard for estimation."</p> <p>Reviewer 2, on the other hand, states that "The clarifications were clear that students would be estimating with inches. Chapter 14 Lesson 3 focuses on estimating with centimeters."</p> <p>HMH Response: The standard is written as follows "Measure the length of an object to the nearest inch or centimeter" so the content as presented meets the standards as they are written.</p> <p>Additionally, reviewer 2 was concerned that non-standard units are used for estimating.</p> <p>HMH Response: The tiles and cubes used for measurement are not non-standard units of measure; the tiles are specified to be 1-inch and the unit cubes are 1 cm; this builds an understanding of the connection between counting and then adding units to measurement. Given how this benchmark and the clarifications, we believe this standard is completely met.</p> |   |   | <p>Lessons 14.<br/>pp.595-616<br/><a href="https://www.go_math/ge_EN_FL_SE">https://www.go_math/ge_EN_FL_SE</a><br/>custom_cort<br/>c311-4a93-8</p>            |
| 12 | <p>MA.1.M.1.2</p> <p>Compare and order the length of up to three objects using direct and indirect comparison.</p>                                                                                                                                                     | n/a | <p>Reviewer 1 gave us a positive score of 5 (a disparity of 3 points with reviewer 2) and stated "Opportunities for 3 items compared directly and also for indirect comparison."</p> <p>Reviewer 2, on the other hand, states that "Chapter 14 Lesson 3 does not align as it discusses estimating measurement instead of comparing objects in specific units."</p> <p>HMH Response: Students use comparisons of longer or shorter objects so that they can estimate their lengths. More specifically, in 14.5 students compare objects to order them, as stated by the standard.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |   |   | <p>Lesson 14.3.<br/>609<br/><a href="https://www.go_math/ge_EN_FL_SE">https://www.go_math/ge_EN_FL_SE</a><br/>custom_cort<br/>c311-4a93-8</p>                  |
| 13 | <p>MA.1.M.2.1</p> <p>Using analog and digital clocks, tell and write time in hours and half-hours.</p>                                                                                                                                                                 | n/a | <p>Reviewer 2 states that "there is no discussion or use of the vocabulary for digital and analog" within the lessons 15.1-15.4.</p> <p>HMH Response: The benchmark specifies only that students write and tell time and not that they use specified vocabulary. Clocks divided into semicircles is shown in Lesson 15.3.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |   | <p>Lessons 15.1<br/><a href="https://www.go_math/ge_EN_FL_SE">https://www.go_math/ge_EN_FL_SE</a><br/>_correlation<br/>b8ed-8b01a</p>                          |
| 14 | <p>MA.1.M.2.2</p> <p>Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.</p>                                                                                                       | n/a | <p>Reviewer 1 states that students count but do not simply identify coins--that the resources should "provide images of both sides of coins."</p> <p>HMH Response: Identification of the coin is necessary to count them. This is why both sides of the coin are used throughout this chapter in order to reinforce their ability to identify and count coins.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |   | <p>Lesson 9.1-<br/><a href="https://www.go_math/ge_EN_FL_SE">https://www.go_math/ge_EN_FL_SE</a><br/>_correlation<br/>4fb1-a6ad-7</p>                          |

|    | G                                                                                                                                                                                                                                                                                                       | H                                                                                                                                                                                                                                                                                                                              | I | J                                                                                                                                                                                                                                                                                                                                                                                                     |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 | <p>p. 503 Combine Three-Shapes<br/> <a href="http://imhco.com/content/math/student/pdf/G1_GoMath3_C11_Geometry_Three-Solids.pdf?custom_correlator=c363-029b-41e0-9e51-5b">.imhco.com/content/math/student/pdf/G1_GoMath3_C11_Geometry_Three-Solids.pdf?custom_correlator=c363-029b-41e0-9e51-5b</a></p> | <p>Limited information provided to show evidence of alignment.</p>                                                                                                                                                                                                                                                             |   | <p>In Lesson 11.4, students identify, build, and take apart three-dimensional shapes . In Lesson 12.4 students identify, build, and take apart two-dimensional shapes.<br/> Lesson 11.4<br/> Lesson 12.4 p. 554</p>                                                                                                                                                                                   |
| 11 | <p>1, 14.2, 14.3, 14.4,<br/> <a href="http://imhco.com/content/math/student/pdf/G1_GoMath3_C14_Measurement.pdf?relation_id=8f9ad097b-224e-8f6ee1824d25">.imhco.com/content/math/student/pdf/G1_GoMath3_C14_Measurement.pdf?relation_id=8f9ad097b-224e-8f6ee1824d25</a></p>                              | <p>Estimates should be to the nearest inch, while measurements should include inches and centimeters. Using one color marker to represent the 1-inch estimate would be more appropriate instead of switching from blue to red, when only the blue marker was given the specification (pages 596- 598, as well as 599-600).</p> |   | <p>This benchmark is covered in Lessons 14.1, 14.2, and 14.4. Students first estimate and then measure from zero in inches, then measure in centimeters.<br/> Lesson 14.1: pp. 655-658<br/> Lesson 14.2: pp: 602-604<br/> Lesson 14.4: pp:613-616</p>                                                                                                                                                 |
| 12 | <p>p. 607, Lesson 14.5, p.<br/> <a href="http://imhco.com/content/math/student/pdf/G1_GoMath3_C14_Measurement.pdf?relation_id=8f9ad097b-224e-8f6ee1824d25">.imhco.com/content/math/student/pdf/G1_GoMath3_C14_Measurement.pdf?relation_id=8f9ad097b-224e-8f6ee1824d25</a></p>                           | <p>To meet the expectation of the benchmark, students should be measuring objects. It is also an expectation that the comparison of 2 objects to another should be included within the instruction of the benchmark.</p>                                                                                                       |   | <p>In Lesson 14.5, student compare and then order length of three objects. (See edited Model and Draw section to include comparing measured lengths.)<br/> Lesson 14.5: pp. 620-622</p>                                                                                                                                                                                                               |
| 13 | <p>1-15.5, pp:631-652<br/> <a href="http://imhco.com/content/math/student/pdf/G1_GoMath3E_C15_Time.pdf?custom_id=c34a30c2-3daf-495e-31a7e40">.imhco.com/content/math/student/pdf/G1_GoMath3E_C15_Time.pdf?custom_id=c34a30c2-3daf-495e-31a7e40</a></p>                                                  | <p><b>Lessons aligns to the benchmark,</b> however lesson 15.3 give very minimal connections with partitioning circles and into halves and semi-circles.</p>                                                                                                                                                                   |   | <p>Lesson aligns.</p>                                                                                                                                                                                                                                                                                                                                                                                 |
| 14 | <p>9.4, pp. 393-441<br/> <a href="http://imhco.com/content/math/student/pdf/G1_GoMath3_CO9_Money.pdf?custom_id=44a42b00-30b4-1cf45649e38">.imhco.com/content/math/student/pdf/G1_GoMath3_CO9_Money.pdf?custom_id=44a42b00-30b4-1cf45649e38</a></p>                                                      | <p>Clarification 1 of the benchmark states: Instruction includes the recognition of both sides of a coin. The lesson is lacking in stating how many of each coin equal a dollar.</p>                                                                                                                                           |   | <p>Both sides of the coins are shown throughout, particularly in Lesson 9.1 when showing coins, pp. 304-396. In Lesson 9.4, Equal Amounts, however, a question has been amended for student to find the number of each coin that makes one dollar. This change will appear in the digital program immediately and upon reprint of the books.<br/> Lesson 9.1: pp. 394-396<br/> Lesson 9.4: p. 412</p> |

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| 10 | <a href="https://hnhco.box.com/s/js2qu57me2b2ff5377s1jpec6mmr9xg7">https://hnhco.box.com/s/js2qu57me2b2ff5377s1jpec6mmr9xg7</a>   |   |   |
| 11 | <a href="https://hnhco.box.com/s/wwwkxaoar3b3vk647zf4keyj8kehdl1gs">https://hnhco.box.com/s/wwwkxaoar3b3vk647zf4keyj8kehdl1gs</a> |   |   |
| 12 | <a href="https://hnhco.box.com/s/6lcmxaw2f3dbuj9vaxpv4s7n92w2c9enj">https://hnhco.box.com/s/6lcmxaw2f3dbuj9vaxpv4s7n92w2c9enj</a> |   |   |
| 13 |                                                                                                                                   |   |   |
| 14 | <a href="https://hnhco.box.com/s/ti0bsjk33bhp07bvp1k6a48r77j0mf8r">https://hnhco.box.com/s/ti0bsjk33bhp07bvp1k6a48r77j0mf8r</a>   |   |   |



|    | G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | H                                                                                                                                                                                                     | I | J                                                                                                                                                                                                     |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15 | <p>p. 407<br/> <a href="http://hmhco.com/content/math/student/pdf/G1_GoMath_E_CO9_Money.pdf?custo pn_id=44842b00-30b4-1cf45649e38">.hnhco.com/content/math/student/pdf/G1_GoMath_E_CO9_Money.pdf?custo pn_id=44842b00-30b4-1cf45649e38</a></p> <p>p. 412 Teacher Edition<br/> <a href="http://hmhco.com/content/math/teacher/pdf/G1_GoMath_E_CO9_Money.pdf?custo pn_id=bbd0c371-79c6-08f67a62875d">.hnhco.com/content/math/teacher/pdf/G1_GoMath_E_CO9_Money.pdf?custo pn_id=bbd0c371-79c6-08f67a62875d</a></p> | <p><b>Lesson aligns to the benchmark.</b></p>                                                                                                                                                         |   | <p>Lesson aligns.</p>                                                                                                                                                                                 |
| 16 | <p>p.7/3<br/> p.97<br/> <a href="http://hmhco.com/content/math/student/pdf/G1_GoMath_E_CO2_Count_by_Tens_a ?custom_correlation_id=pad-4f0f-9d94-c7">.hnhco.com/content/math/student/pdf/G1_GoMath_E_CO2_Count_by_Tens_a ?custom_correlation_id=pad-4f0f-9d94-c7</a></p>                                                                                                                                                                                                                                         | <p>Examples provided in the lesson are aligned to MA.1.NSO.1.3. Students are not given examples of expanded form in this lesson based on the benchmark expectation.</p>                               |   | <p>Lesson 2.1 shows multiple uses of expanded form and word form. Lessons 2.2 and 2.3 includes reading word forms of numbers.<br/> Lesson 2.1: pp. 50-52 expanded form<br/> Lesson 2.9: pp. 98-99</p> |
| 17 | <p>and Lesson 6.10, pp.<br/> <a href="http://hmhco.com/content/math/student/pdf/G1_GoMath_E_CO6_Addition_Strategie_n_correlation_id=68824cb-82e4-32a97dd995d9">.hnhco.com/content/math/student/pdf/G1_GoMath_E_CO6_Addition_Strategie_n_correlation_id=68824cb-82e4-32a97dd995d9</a></p>                                                                                                                                                                                                                        | <p>Instruction of this benchmark should allow students to explore more examples of adding 2 digit and 1 digit numbers, in addition to to combining ones and tens as mentioned in clarification 1.</p> |   | <p>In Lesson 6.10, students explore many examples of 2-digit plus 1-digit addition, including making a new 10 from ones.<br/> Lesson 6.10: pp. 303-306</p>                                            |
| 18 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                       |   |                                                                                                                                                                                                       |

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| 15 |                                                                                                                                 |   |   |
| 16 | <a href="https://hnhco.box.com/s/c8d4t8uzeogsba5vnmr95rhgo3oinjp4">https://hnhco.box.com/s/c8d4t8uzeogsba5vnmr95rhgo3oinjp4</a> |   |   |
| 17 | <a href="https://hnhco.box.com/s/rtt8isjxms6xb25pydjp8zrdawjz5zp">https://hnhco.box.com/s/rtt8isjxms6xb25pydjp8zrdawjz5zp</a>   |   |   |
| 18 |                                                                                                                                 |   |   |

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B

C

D

COURSE #5012070\_HMH Florida's B.E.S.T. Go Math! Grade 5

BID 459

| Standard Below 3<br>(if applicable)                                                                                                                              | Special Topic Concern<br>(If applicable) | Publisher Correction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p align="center">MA.5.AR.2.3</p> <p>Determine and explain whether an equation involving any of the four operations is true or false.</p>                        | <p align="center">n/a</p>                | <p>Reviewer 2 stated "many questions focus on determining which property is being used, which is not a clarification in the BEST standard.</p> <p>HMH Response: this standard is not taught in isolation and taught throughout Grade 5 in equations; with properties, without, and in other formats. Examples of usage are 2.1, p.42; 3.3, p.98; 3.5, p. 110; 11.1 p. 379, and 11.2 p.386.</p>                                                                                                                                                               | <p>Lesson 2.1, <a href="https://www.Division_of_Lesson_3.3, https://www.F?custom_co">https://www.Division_of_Lesson 3.3, https://www.F?custom_co</a><br/>Lesson 11.1, <a href="https://www.correlation">https://www.correlation</a></p> |
| <p align="center">MA.5.AR.3.2</p> <p>Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.</p>                          | <p align="center">n/a</p>                | <p>Reviewer 1 states that instruction is "asking student to write a rule for a given graph."</p> <p>HMH Response: This is an instructional sequence in which students write the ordered pairs to find the rule. This is an example of using standards together and not in isolation (with 5.DP.1.1).</p> <p>Reviewer 2 stated "Most question met the standard except the question in the explore part of Chapter 17 Lesson 2. The pattern does not match the chart."</p> <p>HMH Response: The pattern and the chart match on the acorementioned example.</p> | <p>Lesson 17.2, <a href="https://www.on_correlati">https://www.on_correlati</a></p>                                                                                                                                                     |
| <p align="center">MA.5.DP.1.1</p> <p>Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.</p> | <p align="center">n/a</p>                | <p>Reviewer 2 states that the pattern does not match the table in 18.1 Explore, p.631.</p> <p>HMH Response: No table was used in the Explore section.</p> <p>Reviewer 2 also states that fractional measurements of 1/8 are use.</p> <p>HMH Response: All line plots show only halves, thirds or fourths as measures-- calculations within questions may include other fractions.</p>                                                                                                                                                                        | <p>Lesson 18.1, <a href="https://www.ref_Data.pdf">https://www.ref_Data.pdf</a></p>                                                                                                                                                     |



| E | F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | G                                                                                                                   |
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| 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                     |
| 2 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                     |
| 3 | <b>Link to correction in materials</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Notes from FL DOE</b>                                                                                            |
| 4 | <p>p. 42<br/> <a href="https://www.hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C02_Practice_Multiplication_and_Whole_Numbers.pdf?custom_correlation_id=ec0d7d23-05e6-45da-af99-477205a741bd1">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C02_Practice_Multiplication_and_Whole_Numbers.pdf?custom_correlation_id=ec0d7d23-05e6-45da-af99-477205a741bd1</a></p> <p>p. 98; Lesson 3.5 p. 110<br/> <a href="https://www.hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C03_Place_Value_and_Decimals.pdf?relation_id=4365a37a-c5cb-11ec-9dd9-95a2dd181d23">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C03_Place_Value_and_Decimals.pdf?relation_id=4365a37a-c5cb-11ec-9dd9-95a2dd181d23</a></p> <p>p. 379, 112, p.386<br/> <a href="https://www.hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C11_Divide_Fractions.pdf?custom_id=belc477f-c5cb-11ec-8e6f-97fd508f5f60">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C11_Divide_Fractions.pdf?custom_id=belc477f-c5cb-11ec-8e6f-97fd508f5f60</a></p> | <p>In all examples provided, students have limited opportunities to explain their reasoning for this benchmark.</p> |
| 5 | <p>p.585; Lesson 17.3, p.591<br/> <a href="https://www.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C17_Graphs_and_Patterns.pdf?custom_id=0b4f9e24-c5cc-11ec-b420-a7d422cc62c4">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C17_Graphs_and_Patterns.pdf?custom_id=0b4f9e24-c5cc-11ec-b420-a7d422cc62c4</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>There is no expectation in either benchmarks provided for students to write/ create a rule.</p>                  |
| 6 | <p>p. 631<br/> <a href="https://www.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C18_Collect_Represent_and_Interpret_custom_correlation_id=1b070d5b-c5cc-11ec-9e8c-67283c000cdd">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C18_Collect_Represent_and_Interpret_custom_correlation_id=1b070d5b-c5cc-11ec-9e8c-67283c000cdd</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>More information needed.</p>                                                                                     |

|   | H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | I                                                                                                                                   | J                                                                                                                |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                     | <b>Reviewer Evaluation Scale:</b><br>5- Very Good<br>4- Good<br>3- Fair<br>2- Poor<br>1 - Very Poor/No Alignment |
| 2 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                     |                                                                                                                  |
| 3 | Updated Publisher Correction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Updated Link to Correction in Materials                                                                                             |                                                                                                                  |
| 4 | <p>In Lesson 12.1, students use the properties to understand whether the expressions on both sides of an equal sign are equivalent making the equation true. In Lesson 12.3, students determine how to show equivalence within an equation using grouping.</p> <p>Lesson 12.1: pp. 415, 416, 417, 418<br/>           Lesson 12.3: pp. 427, 428, 429, 430</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <a href="https://nhmco.box.com/s/xvpcejkmngejrxxejls15bg4oulvc3to">https://nhmco.box.com/s/xvpcejkmngejrxxejls15bg4oulvc3to</a>     |                                                                                                                  |
| 5 | <p>In Lesson 17.1, Record Inputs and Outputs in a Two-Column Table, students are given a rule, limited to one or two operations using whole numbers and use a two-column table to record the inputs and outputs.</p> <p>Lesson 17.1: p.579, 580, 581, 582, 583</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <a href="https://nhmco.box.com/s/3rox98zqbzqf1r75w5jibpdzbnms4fm">https://nhmco.box.com/s/3rox98zqbzqf1r75w5jibpdzbnms4fm</a>       |                                                                                                                  |
| 6 | <p>Students collect and represent numerical data, including fractional values with denominators of 1, 2, 3, and 4, and decimal values to hundredths, using tables, line graphs or line plots throughout Chapter 18. Examples for the various types of representations are as followed:</p> <p><b>Tables:</b> Lesson 18.1, Collect and Organize Data, p. 634 students organize and represent numerical data using tally tables.</p> <p><b>Line Plots:</b> Lesson 18.2, Represent and Interpret Line Plots, on pages 637 and 639, students organize data and represent decimal values to hundredths on a line plot. On page 639 students organize data and represent fractional values, with denominators of 1, 2, and 4, on a line plot.</p> <p><b>Line Graphs:</b> Lesson 18.3, Represent and Interpret Line Graphs, students with denominators of 1, 2, and 4, and decimals to the tenths.</p> <p>The standard is also woven into Lesson 17.6 which focuses on 5.GR.4.1 and 5.GR.4.2 when students collect and organize data in a two-column table on p. 609 in Lesson 17.6.</p> <p>Lesson 18.1, p.634<br/>           Lesson 18.2, p 637, 639, 640, 641<br/>           Lesson 18.3, p.643, 644, 645, 646, 647<br/>           Lesson 17.6, p.609</p> | <a href="https://nhmco.box.com/s/pekdq1xs77ykrst7xia7akuxce9gd69m9d">https://nhmco.box.com/s/pekdq1xs77ykrst7xia7akuxce9gd69m9d</a> |                                                                                                                  |

|    | A                                                                                                                                                                                                            | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | D                                                                                                                                                          |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7  | <p>MA.5.DP.1.2<br/>Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.</p>                                             | n/a | <p>While Reviewer 1 rated this benchmark coverage a full 3 points higher, noting that the benchmark coverage includes "instruction on balancing point", Reviewer 2 states "Explanations on how to find mean, mode, and median are aligned; however there is no mention of range."<br/>HMH Response: In the content, range is explicitly defined and demonstrated in Lesson18.2, p.635 and Lesson 18.5, p. 655.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Lesson 18.2<br><a href="https://www.net_Data.pdf">https://www.net_Data.pdf</a>                                                                             |
| 8  | <p>MA.5.FR.2.2<br/>Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.</p>              | n/a | <p>While Reviewer 1 rated this benchmark coverage a full 3 points higher, noting that coverage includes a "use of models," Reviewer 2 states that mixed numbers were "used in comparative lessons only. Students are directed to simplify answers which is not necessary."<br/>HMH Response: Extensive mixed number multiplication is shown in Lesson 9.4, p.357 which is a comparison lesson; comparison is essential to multiplying mixed numbers for estimating products and assessing reasonableness. Also performed with area models in Lesson 13.2, p. 453. Both are examples of not showing the standards in isolation (with 5.GR.2.1).</p>                                                                                                                                                                                                                                                                                                                         | Lesson 9.4,<br><a href="https://www.nd_Mixed_1">https://www.nd_Mixed_1</a><br>Lesson 13.2<br><a href="https://www.angles_with">https://www.angles_with</a> |
| 9  | <p>MA.5.FR.2.3<br/>When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating.</p> | n/a | <p>Reviewer 2 states that "Examples in the text call for completing an operation to figure out the relative comparison. The BEST standards state that students should be able to focus on estimation and assessing the reasonableness of answers."<br/>HMH Response: Students learn estimation and assessing the reasonableness of answers by comparing products using the whole number part of the mixed number. In Lessons 10.3 and 10.4, students use models to compare the size of the product to the size of a factor when multiplying fractions. Students then determine that when you find a part of a part, the product will be less than either part. Finally, students understand that when a fraction is multiplied by a number greater than 1, the product will always be greater than the fraction. Building reasoning about the size of a product will help students determine if their solutions are reasonable or help them make reasonable estimates.</p> | Lessons 10.3<br><a href="https://www.correlation">https://www.correlation</a>                                                                              |
| 10 | <p>MA.5.GR.1.1<br/>Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.</p>  | n/a | <p>Reviewer 1 stated this benchmark coverage 2 points higher, noting "lots of practice with triangles and quadrilaterals."<br/>Reviewer 2, on the other hand, states that "Examples classify more than what is necessary. Addresses various polygons not addressed in the BEST standards."<br/>HMH Response: Polygons shown are review material, and are also used in 3D prisms; such as the right pentagonal prism on p.491.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Lesson 14.4<br><a href="https://www.correlation">https://www.correlation</a>                                                                               |

|    | E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | F                                                                                    | G |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---|
| 7  | <p>p.638; Lesson 18.5, p.655<br/> <a href="https://hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C18_Collect_Represent_and_Interp?custom_correlation_id=1b070d5b-c5cc-11ec-9e8c-67283c000cdd">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C18_Collect_Represent_and_Interp?custom_correlation_id=1b070d5b-c5cc-11ec-9e8c-67283c000cdd</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Lesson aligns</b></p>                                                          |   |
| 8  | <p>p. 357<br/> <a href="https://hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C09_Add_and_Subtract_Fractions_a_Numbers_with_Unlike_Denominators.pdf?custom_correlation_id=949888d2-c5cb-11ec-a9a6-3b73d4108379">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C09_Add_and_Subtract_Fractions_a_Numbers_with_Unlike_Denominators.pdf?custom_correlation_id=949888d2-c5cb-11ec-a9a6-3b73d4108379</a><br/> , p.453<br/> <a href="https://hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C13_Perimeter_and_Area_of_Rect_Fractional_and_Decimal_Side_Lengths.pdf?custom_correlation_id=d7c1d56d-c5cb-11ec-9f6f-d1b8cf3d1d68">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C13_Perimeter_and_Area_of_Rect_Fractional_and_Decimal_Side_Lengths.pdf?custom_correlation_id=d7c1d56d-c5cb-11ec-9f6f-d1b8cf3d1d68</a></p> | <p>Page 357 not provided. <b>Lesson 13.2 aligns with benchmark expectations.</b></p> |   |
| 9  | <p>3 and 10.4<br/> <a href="https://hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C10_Multiply_Fractions.pdf?custom_id=a541362b-c5cb-11ec-8e6f-576f98cf03b5">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C10_Multiply_Fractions.pdf?custom_id=a541362b-c5cb-11ec-8e6f-576f98cf03b5</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Lesson aligns with benchmark expectations.</b></p>                             |   |
| 10 | <p>p. 491<br/> <a href="https://hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C10_Multiply_Fractions.pdf?custom_id=a541362b-c5cb-11ec-8e6f-576f98cf03b5">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C10_Multiply_Fractions.pdf?custom_id=a541362b-c5cb-11ec-8e6f-576f98cf03b5</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Link and information provided do not address benchmark.</p>                       |   |

|                                                                                                                                                      | H                                                                                                                                        | J |
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| <p>Lesson aligns.</p>                                                                                                                                |                                                                                                                                          |   |
| <p>Lesson aligns.</p>                                                                                                                                |                                                                                                                                          |   |
| <p>Lesson aligns.</p>                                                                                                                                |                                                                                                                                          |   |
| <p>Lesson 14.1, p.473, 474, 475, 476, 477, 478<br/> Lesson 14.2, p.479, 480, 481, 482, 483, 484<br/> Lesson 14.3, p.485, 486, 487, 488, 489, 490</p> | <p><a href="https://nhhco.box.com/s/uf.jp102zmw992ds0qdd2wnusqfvg9pue">https://nhhco.box.com/s/uf.jp102zmw992ds0qdd2wnusqfvg9pue</a></p> |   |

|    | A                                                                                                                                                                                                                                              | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | D                                                                                                                                                              |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11 | <p>MA.5.GR.1.2</p> <p>Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.</p> | n/a | <p>Reviewer 1 rated this benchmark coverage a full 3 points higher at a 5, noting that there is "adequate coverage of 3-d figures."</p> <p>Reviewer 2 states "Extraneous material in lesson. Examples should be limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres."</p> <p>HMH Response: Pentagonal prism with equal sides and angles that are shown are right prisms, which are included in the benchmarks. p. 491.</p>                                                           | Lesson 14.4<br><a href="https://www._correlation">https://www._correlation</a>                                                                                 |
| 12 | <p>MA.5.GR.2.1</p> <p>Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.</p>                                                                                                 | n/a | <p>Reviewer 1 states "Chapter 10, Lesson 5 is not in 5th grade standards; perhaps middle school?"</p> <p>HMH Response: This shows benchmarks NOT taught in isolation and is an example of a problem-solving lessons that demonstrates how to solve benchmarks 5.FR.2.2 and 5.FR.2.3. Examples of fractional and decimal side lengths in Lessons 13.1, p.447-450 and 13.2, p.453-456</p> <p>Reviewer 2 rated this benchmark coverage 2 points higher with a 4, noting "Questions cover both fractional and decimal side lengths."</p> | Lesson 10.5<br><a href="https://www._correlation">https://www._correlation</a><br>Lesson 13.1<br><a href="https://www.angles_with">https://www.angles_with</a> |
| 13 | <p>MA.5.GR.4.1</p> <p>Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.</p>                                                                                   | n/a | <p>Reviewer 1 states that in Lesson 17.3, p.591, students write the ordered pairs to find the rule.</p> <p>HMH Response: This is also an example of using standards together and not in isolation. (with 5.GR.4.1 and 5.GR.4.2)</p> <p>Reviewer 2 rated this benchmark coverage 2 points higher with a 4, notes "Materials fairly instruct how to plot and label points."</p>                                                                                                                                                        | Lesson 17.3<br><a href="https://www.on_correlat">https://www.on_correlat</a>                                                                                   |
| 14 | <p>MA.5.M.1.1</p> <p>Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.</p>                                                                      | n/a | <p>Reviewer 2 states: "Conversion included length, volume, and capacity; however, there were no time conversion present."</p> <p>HMH Response: One simple time conversions is included in 16.3, p.563, but this absence was noted in the errata process and will be corrected on the next printing.</p>                                                                                                                                                                                                                              | Lesson 16.3<br><a href="https://www.f?custom_co">https://www.f?custom_co</a>                                                                                   |

|    | E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | F                                                                                                                                                                                                                                                        | G |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 11 | <p>p. 491<br/> <a href="https://hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C10_Multiply_Fractions.pdf?custom_id=a541362b-c5cb-11ec-866f-576f98cf03b5">hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C10_Multiply_Fractions.pdf?custom_id=a541362b-c5cb-11ec-866f-576f98cf03b5</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Link and information provided do not address benchmark.</p>                                                                                                                                                                                           |   |
| 12 | <p>p.363<br/> <a href="https://hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C10_Multiply_Fractions.pdf?custom_id=a541362b-c5cb-11ec-866f-576f98cf03b5">hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C10_Multiply_Fractions.pdf?custom_id=a541362b-c5cb-11ec-866f-576f98cf03b5</a><br/> pp. 447-450; Lesson 13.2, pp. 453-456<br/> <a href="https://hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C13_Perimeter_and_Area_of_Rect_Fractional_and_Decimal_Side_Lengths.pdf?custom_correlation_id=d7c1d56d-c5cb-11ec-9f6f-d1b8cf3d1d68">hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C13_Perimeter_and_Area_of_Rect_Fractional_and_Decimal_Side_Lengths.pdf?custom_correlation_id=d7c1d56d-c5cb-11ec-9f6f-d1b8cf3d1d68</a></p> | <p>Lesson 10.5 does not align with the expectation of the benchmark (MA.5.FR.2.3 "When multiplying a "given" number by a fraction. This lesson is asking students to determine the number). Lessons 13.1 and 13.2 align with benchmark expectations.</p> |   |
| 13 | <p>p. 591<br/> <a href="https://hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C17_Graphs_and_Patterns.pdf?custom_id=0b4f9e24-c5cc-11ec-b420-a7d4d22cc62c4">hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C17_Graphs_and_Patterns.pdf?custom_id=0b4f9e24-c5cc-11ec-b420-a7d4d22cc62c4</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>It is not the expectation of the benchmarks identified for students to write a rule to describe a relationship.</p>                                                                                                                                   |   |
| 14 | <p>p.563<br/> <a href="https://hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C16_Convert_Units_of_Measure.pdf?relation_id=ffa132ba-c5cb-11ec-9255-af64afb386a2">hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C16_Convert_Units_of_Measure.pdf?relation_id=ffa132ba-c5cb-11ec-9255-af64afb386a2</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                          |   |

|    | H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | I                                                                                                                                     | J |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---|
|    | All figures within, Lesson 14.4, Identify and Classify Three-Dimensional Figures, are categorized as either right pyramids, right prisms, right circular cylinders, right circular cones, or spheres. Students identify, describe, and classify figures based on their defining attributes including the number and shape of faces, number and shape of bases, whether or not there is an apex, curved or straight edges and curved or flat faces.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <a href="https://nhmbeo.box.com/s/iak3hksviuq87r9uqzdl1uxr92mthki">https://nhmbeo.box.com/s/iak3hksviuq87r9uqzdl1uxr92mthki</a>       |   |
| 11 | Lesson 14.4 p.491, 492, 493, 494, 495, 496<br>Students use formulas to find the perimeter and area of figures with decimal side lengths in Lesson 13.1, and provide the measurements with appropriate units in word form. Students provide the Students also use tiling of a rectangle with fractional lengths to find the area on p.448.<br>Students use formulas to find the perimeter and area of figures with fractional side lengths in Lesson 13.2, and provide the measurements with appropriate units in word form. Students also use tiling of a rectangle with fractional lengths to find the area on p.454.<br>In Lesson 13.3, students use multiplication and unit tiles and grids to find the area of a rectangle with fractional sides.                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <a href="https://nhmbeo.box.com/s/7cflh6pvcv4sp09zxo1j4cgczqgr3vss8h">https://nhmbeo.box.com/s/7cflh6pvcv4sp09zxo1j4cgczqgr3vss8h</a> |   |
| 12 | Lesson 13.1, p. 447, 448, 449, 450<br>Lesson 13.2, p.453, 454, 455, 456<br>Lesson 13.3, p. 459, 460, 461, 462<br>P. 591 in Lesson 17.3 focuses on the connection of the number line to the x-axis and y-axis and the first number in the ordered pair as the input and the second number as the output.<br>In Lesson 17.4, Students extend their knowledge of rules and patterns acquired in earlier lessons correlating to 5.AR.3.1 and 5.AR.3.2 to plot and label whole-number ordered pairs in the first quadrant of the coordinate plane on pages 597, 598, 599, and 601. Problem 8 on p.600 and Problem 5, on p.602 have students using two-column tables to identify coordinates for a coordinate plane.<br>Lesson 17.5, focuses on identifying whole-number ordered pairs and plotting points with connection of the number line to the x-axis and y-axis. Students use their understanding of inputs and outputs to explain why an ordered pair is incorrect in Problem 28 on p. 606.<br>In Lesson 17.6, students use a two-column table to organize data collected in an experiment and then display the data on a coordinate plane. Students write and plot the points for each ordered pair. | <a href="https://nhmbeo.box.com/s/2afccp1b74u1ulr9n2rq3ldjia46vcc09">https://nhmbeo.box.com/s/2afccp1b74u1ulr9n2rq3ldjia46vcc09</a>   |   |
| 13 | Lesson 17.3, p 591<br>Lesson 17.4, p.597, 598, 599, 600<br>Lesson 17.5, p.603, 604, 605, 606<br>Lesson 17.6, p.610, 611, 612                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                       |   |
| 14 | In Lesson 16.3 there are many examples of conversions within a single system, including length, volume, capacity, and time.<br>Lesson 16.3, pp. 563, 564, 565, 566                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <a href="https://nhmbeo.box.com/s/kcet5cuw62v2q8fotqsdjm2vrun7iqw">https://nhmbeo.box.com/s/kcet5cuw62v2q8fotqsdjm2vrun7iqw</a>       |   |



|    | A                                                                                                                                                                                                                                                                         | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | D                                                                                                                                                                                                                                                |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15 | <p>MA.5.NSO.1.1</p> <p>Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.</p>                                                                                  | n/a | <p>Reviewer 1 stated that there is "not enough attention to this standard, only addressed in one lesson."</p> <p>HMH Response: More examples exist with other standards, as shown in Lesson 3.1, p. 83, Lesson 5.1, p. 149 and Lesson 7.1 p. 219</p>                                                                                                                                                                                                                                                                                                     | <p>Lesson 3.1, <a href="https://www.f2custom_co">https://www.f2custom_co</a></p> <p>Lesson 5.1, <a href="https://www.e_Numbers">https://www.e_Numbers</a></p> <p>Lesson 7.1, <a href="https://www.correlation_">https://www.correlation_</a></p> |
| 16 | <p>MA.5.NSO.1.2</p> <p>Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.</p>                                                                                                                          | n/a | <p>While Reviewer 2 rated this benchmark coverage 2 points higher, giving it a 4, noting "Materials address the standard fully."</p> <p>HMH Response: There is limited items on using expanded notation," Reviewer 1 stated "only one lesson for a concept that requires more attention." However, there are further examples in Lessons 3.1, 3.2, and 3.3 of using multiple forms of numbers.</p>                                                                                                                                                       | <p>Lessons 3.1 <a href="https://www.f2custom_co">https://www.f2custom_co</a></p>                                                                                                                                                                 |
| 17 | <p>MA.5.NSO.1.3</p> <p>Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations.</p> | n/a | <p>While Reviewer 2 rated this benchmark coverage 3 full points higher with a 5, stating "Materials addressed the standard fully with multiple ways to depict composition and decomposition," Reviewer 1 stated that there is "not enough content to support this concept."</p> <p>HMH Response: Decimal composition and decomposition are covered in Lesson 3.2 and 3.3 with models, by drawing, in place value tables, and by relating it to fractions.</p> <p>Reviewer 2 stated that "Instruction does meet the standard."</p>                        | <p>Lesson 3.1, <a href="https://www.f2custom_co">https://www.f2custom_co</a></p>                                                                                                                                                                 |
| 18 | <p>MA.5.NSO.1.5</p> <p>Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.</p>                                                                                                                                    | n/a | <p>HMH Response: This benchmark is completely covered in Lesson 3.5, p.107 and there is no expectation in the benchmark or clarifications that number lines should be used</p> <p>Reviewer 1 states "Instruction does not include practice of various algorithms."</p>                                                                                                                                                                                                                                                                                   | <p>Lesson 3.5, <a href="https://www.f2custom_co">https://www.f2custom_co</a></p>                                                                                                                                                                 |
| 19 | <p>MA.5.NSO.2.1</p> <p>Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.</p>                                                                                                                                               | n/a | <p>Reviewer 1 states "Instruction does not include practice of various algorithms."</p> <p>HMH Response: Lesson 1.1 covers this standard completely as there is not a need to have various algorithms according to the benchmark. That being said, Lessons 2.5 and 2.6 bar models are used as an instructional method as well.</p>                                                                                                                                                                                                                       | <p>Lesson 1.1, <a href="https://www.f2custom_co">https://www.f2custom_co</a></p> <p>Lessons 2.5 <a href="https://www.Division_of">https://www.Division_of</a></p>                                                                                |
| 20 | <p>MA.5.NSO.2.2</p> <p>Divide multi-digit whole numbers, up to five digits, by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.</p>                                                                           | n/a | <p>While Reviewer 1 rated this benchmark coverage 3 points higher with a 5, and noted "Multiple representations used," Reviewer 2 stated that "good use of partial quotient initially then it leans into long division standard algorithm for the rest of the division practice."</p> <p>HMH Response: Other methods are used, such as quick pictures in Lesson 1.2, partial quotients in Lesson 1.3, the standard algorithm in Lesson 2.1, interpreting remainders and writing them as fractions in Lesson 2.2, and adjust quotients in Lesson 2.3.</p> | <p>Lesson 1.1 <a href="https://www.f2custom_co">https://www.f2custom_co</a></p> <p>Lesson 2.5 <a href="https://www.Division_of">https://www.Division_of</a></p>                                                                                  |

| E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | F                                                                                                                                                                                                                                                               | G |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <p>p. 83<br/>.hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C03_Place_Value_and_Decimals.pdf?relation_id=4365a37a-c5cb-11ec-9dd9-95a2dd181d23</p> <p>p.149<br/>.hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C05_Multiply_Decimals_and_Whole.pdf?cusom_correlation_id=5f08119e-c5cb-11ec-b70b-714ac89a7a19</p> <p>p.219<br/>.hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C07_Divide_Decimals.pdf?custom_id=775f4cf2-c5cb-11ec-b70b-d7c7dadd61c1d</p> | <p>Examples provided align to benchmark expectations.</p>                                                                                                                                                                                                       |   |
| <p>3.2, and 3.3, pp.83-100, pp.95-100<br/>.hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C03_Place_Value_and_Decimals.pdf?relation_id=4365a37a-c5cb-11ec-9dd9-95a2dd181d23</p>                                                                                                                                                                                                                                                                                                                | <p>There is limited evidence of multi-digit numbers extending beyond the ones place.</p>                                                                                                                                                                        |   |
| <p>83-88; Lesson 3.2, pp. 89-94; Lesson 3.3, pp.95-100<br/>.hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C03_Place_Value_and_Decimals.pdf?relation_id=4365a37a-c5cb-11ec-9dd9-95a2dd181d23</p>                                                                                                                                                                                                                                                                                               | <p>There are examples that show that the lessons meet benchmark expectations.</p>                                                                                                                                                                               |   |
| <p>p.107<br/>.hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C03_Place_Value_and_Decimals.pdf?relation_id=4365a37a-c5cb-11ec-9dd9-95a2dd181d23</p>                                                                                                                                                                                                                                                                                                                                             | <p>Lesson aligns to benchmark expectation.</p>                                                                                                                                                                                                                  |   |
| <p>p.7<br/>.hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C01_Understand_Multiplication_of_Whole_Numbers.pdf?custom_correlation_id=1fe07103-1f9b-489f-a081-b9354060d528</p> <p>and 2.6, pp.63-74<br/>.hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C02_Practice_Multiplication_and_Whole_Numbers.pdf?custom_correlation_id=cc0d7d23-05e6-45da-af99-47205a741bd1</p>                                                                                                       | <p>Although there is no need for a students to have various algorithms, however the expectation to expose students to various algorithms so that they can determine which meothd they prefer to use. Evidence provided does not met benchmark expectations.</p> |   |
| <p>p.7<br/>.hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C01_Understand_Multiplication_of_Whole_Numbers.pdf?custom_correlation_id=1fe07103-1f9b-489f-a081-b9354060d528</p> <p>and 2.6<br/>.hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C02_Practice_Multiplication_and_Whole_Numbers.pdf?custom_correlation_id=cc0d7d23-05e6-45da-af99-47205a741bd1</p>                                                                                                                 | <p>No evidence of representing remainders as fractions.</p>                                                                                                                                                                                                     |   |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                   |   |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---|
|    | H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                   | J |
|    | Lesson aligns.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                   |   |
| 15 | Students revisit 5.NSO.1.2 in Lesson 5.4 when they demonstrate understanding of expanded form and place value of decimals by multiply a multi-digit decimal and a whole number using expanded form.<br>Lesson 5.4, p.167, 168, 169, 170, 171                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <a href="https://hmhco.box.com/s/6duhvn1a5xbhcco9ymq8z7gadqiuqx9k">https://hmhco.box.com/s/6duhvn1a5xbhcco9ymq8z7gadqiuqx9k</a>   |   |
| 16 | Lesson aligns.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                   |   |
| 17 | Lesson aligns.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                   |   |
| 18 | Students have multiplied multi-digit numbers in Grade 4, so in Lesson 1.1, students extend and apply that knowledge. Students estimate and then find the product of multi-digit whole numbers. Problems 3–33 do not specify that students must use a standard algorithm to find the product. Students have learned various methods in previous grades and can apply the method of choice while multiplying multi-digit numbers in Grade 5.<br>Lesson 1.1, p.9, 10, 11, 12                                                                                                                                                                                                                                | <a href="https://hmhco.box.com/s/tjee67y3msgphca5iyujc9ovw2gl1h54j">https://hmhco.box.com/s/tjee67y3msgphca5iyujc9ovw2gl1h54j</a> |   |
| 19 | Students represent remainders as fractions, not in simplest form, for all problems with remainders throughout the following lessons.<br>In Lesson 1.3, Partial Quotients, students divide multi-digit whole numbers by 2-digit divisors using partial quotients.<br>In Lesson 2.1, Divide by 2-Digit Divisors, divide multi-digit whole numbers by 2-digit divisors using standard algorithm.<br>In Lesson 2.2, Interpret the Remainder, students represent the remainder as a fraction and interpret the remainder based on the problem situation.<br>Lesson 2.3, Adjust Quotients, students estimate quotients for division of multi-digit whole numbers by 2-digit divisors using standard algorithm. | <a href="https://hmhco.box.com/s/wqg0xbmqobbii8lm4j0i72ei09xio">https://hmhco.box.com/s/wqg0xbmqobbii8lm4j0i72ei09xio</a>         |   |
| 20 | Lesson 1.3, p.19, 20, 21, 22<br>Lesson 2.1, p.39, 40, 41, 42<br>Lesson 2.2, p.45, 47, 48, 49<br>Lesson 2.3, p.51, 52, 53, 55                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                   |   |

COURSE #1205020 HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

BIID 465

Publisher Correction

| 1 | Standard Below 3 (if applicable)                                                                                                                                       | Special Topic Concern (if applicable) | Overall HMH Response: These standards are also found in Grade 6 and 7 of HMH Florida's Best Into Math--both grades which were approved for the adoption list. This program contains the same content as Grade 6 and part of Grade 7.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 |                                                                                                                                                                        |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 3 | Standard Below 3 (if applicable)                                                                                                                                       | Special Topic Concern (if applicable) | Overall HMH Response: These standards are also found in Grade 6 and 7 of HMH Florida's Best Into Math--both grades which were approved for the adoption list. This program contains the same content as Grade 6 and part of Grade 7.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 4 | n/a                                                                                                                                                                    | n/a                                   | <p>While Reviewer 2 scored the content a 5 and stated, "standard is covered completely; all properties are defined and practiced throughout the lesson." Reviewer 1, on the other hand, stated that Clarification 1 (Associative, Commutative, Distributive applied to generating equivalent algebraic expressions) is "not represented".</p> <p>HMH Response: In the lesson interleaf for Lesson 8.4 on page 261A, the Associative Property of Addition, Associative Property of Multiplication, Commutative Property of Addition, Commutative Property of Multiplication, and Distributive Property are all listed as review vocabulary. These properties are all defined, with examples, in a table on SE page 262. Additionally, tasks 2 and 3 on pages 262-263 of the SE require students to list the property used in each step of simplifying an expression. On Your Own problems 3, 6, 14, 15, and 19 on pages 264-265, More Practice/Homework problems 6 and 7 on page 267, and Florida Test Prep problem 10 require students to justify their work using properties.</p> | <p>Lesson 8.4, p.262<br/> <a href="https://www.jmhco.com/FL_SE_M08_Numericalc50d-11ec-b2c9-4d07eb9">https://www.jmhco.com/FL_SE_M08_Numericalc50d-11ec-b2c9-4d07eb9</a></p>                                                                                                                                                                                                                                                                                                                                                                                                   |
| 5 | <p>MA.6.AR.1.4</p> <p>Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.</p>                                   | n/a                                   | <p>Reviewer 1 stated that this standard was not represented because set notation was not used.</p> <p>HMH Response: Set notation is not a requirement of the benchmark, shown in the example, or mentioned in the clarification. Integers are used in the language of the benchmark.</p> <p><b>Equations</b> - On page 284, Task 4 parts E and F use substitution for a single value. Check Understanding problems 2-4 on page 284 use substitution for a single value. On Your Own problems 10-15 on page 285 have students substitute multiple values. On Your Own problems 16-17 on page 286 have students substitute multiple values. More Practice/Homework problems 7-10 on page 287 have students substitute for a single value. Page 285 problem 11 is the only one involving rational numbers and not just integers. Lessons 9.2 and 9.3 have students use what they learned in lesson 9.1 to check their solutions to equations.</p> <p><b>Inequalities</b> - Lesson 10.1 (pages 322-325 and 327) covers the benchmark for inequalities.</p>                             | <p>Lesson 9.1, pp. 284-288<br/> <a href="https://www.jmhco.com/FL_SE_M09_Solve_Pro11ec-8e6f-ab8d0d29724">https://www.jmhco.com/FL_SE_M09_Solve_Pro11ec-8e6f-ab8d0d29724</a><br/>                     Lessons 9.2-9.3, pp. 285-288<br/> <a href="https://www.jmhco.com/FL_SE_M09_Solve_Pro11ec-8e6f-ab8d0d29724">https://www.jmhco.com/FL_SE_M09_Solve_Pro11ec-8e6f-ab8d0d29724</a><br/>                     Lesson 10.1, pp. 322-327<br/> <a href="https://www.jmhco.com/FL_SE_M10_Inequalities41d7a4ec30a4">https://www.jmhco.com/FL_SE_M10_Inequalities41d7a4ec30a4</a></p> |
| 6 | <p>MA.6.AR.2.1</p> <p>Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.</p> | n/a                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |



|   | F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | G                                                                                             | H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 2 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 3 | <a href="#">Link to correction in materials</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Notes from FL DOE                                                                             | Updated Publisher Correction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 4 | n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                               | <p>Students generate equivalent algebraic expressions in the following places:</p> <ul style="list-style-type: none"> <li>• page 262, Task 2</li> <li>• page 263, Tasks 3 and 4</li> <li>• page 264, Problems 3 and 7–13</li> <li>• page 266, Problems 23 and 26–31</li> <li>• page 267, Problems 1, 4, and 5</li> <li>• page 268, Problem 14</li> </ul> <p>Additionally, we have changed the instructions to students for Problems 8–13 on page 264 from "combine like terms" to "generate an equivalent expression". This change will appear in the digital program immediately and upon reprint of the books.</p> |
| 5 | <a href="#">content/math/into_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_and_Algebraic_Expressions.pdf?custom_correlation_id=c8f353be-0d587</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Practice problems should ask to generate equivalent expressions, not to "combine like terms". |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 6 | <a href="#">content/math/into_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_items_Using_Equations.pdf?custom_correlation_id=d78185db-c5cd-9-304</a><br><a href="#">content/math/into_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_items_Using_Equations.pdf?custom_correlation_id=d78185db-c5cd-9-304</a><br><a href="#">content/math/into_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_items_Using_Equations.pdf?custom_correlation_id=d78185db-c5cd-9-304</a><br><a href="#">content/math/into_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_items_Using_Equations.pdf?custom_correlation_id=d78185db-c5cd-9-304</a> | Set notation is not an expectation, but instruction can include the use of set notation.      | We fully cover the benchmark in the lessons listed in columns D–F. We agree with the note in column G that set notation is not an expectation of the benchmark.                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|   |                                                                                                                                 |                                                                                                                 |
|---|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
|   | 1                                                                                                                               |                                                                                                                 |
| 1 |                                                                                                                                 | <b>Reviewer Evaluation Scale:</b><br>5- Very Good<br>4- Good<br>3- Fair<br>2- Poor<br>1- Very Poor/No Alignment |
| 2 |                                                                                                                                 |                                                                                                                 |
| 3 | Updated Link to Correction in Materials                                                                                         |                                                                                                                 |
| 4 |                                                                                                                                 |                                                                                                                 |
| 5 | <a href="https://hnhco.box.com/s/uyxecoIf0t3yk84si67axve3go1v5nyj">https://hnhco.box.com/s/uyxecoIf0t3yk84si67axve3go1v5nyj</a> |                                                                                                                 |
| 6 |                                                                                                                                 |                                                                                                                 |

| A                                                                                                                                                                                                       | B          | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | D                                                                                                                                                                                                                                                   | E |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <p>MA.6.AR.2.2</p> <p>Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.</p>    | <p>n/a</p> | <p>Reviewer 2 rated the content highly with a 5 and commented "I love how this standard is spread out through multiple lessons and various strategies are used." Reviewer 1, on the other hand, stated that bar diagrams are not used.</p> <p>HMH Response: Bar diagrams are not mentioned in the benchmark or clarifications. Manipulatives listed in the clarifications are used. Please see examples below.</p> <p>Algebra Tiles in Task 3 on page 283, On Your Own problems on page 286, More Practice/Homework problems on pages 287-288, Task 2 on page 291</p> <p>Balances in Tasks 1 and 2 on page 282, Task 1 on page 290, On Your Own on page 293-294, More Practice Homework page 295;</p> <p>Base-ten blocks in Spark Your Learning on page 289</p> <p>drawings - Spark Your Learning on page 281, Task 2 on page 291, More Practice/Homework page 295</p> <p>number lines - Spark Your Learning on page 289</p> <p>inverse operations - Used throughout lessons 9.2 (pages 289-295), 9.4 (pages 305-310), and 9.5 (pages 311-316)</p> | <p>Lesson 9.3 p. 297 bar<br/>Lesson 9.1 pp. 286, 287<br/>Lesson 9.2 p. 292 balance</p> <p><a href="https://www.hmhco.com/FL_SE_M09_Solve_Problem_11ec-8e6f-ab8d0d29724">https://www.hmhco.com/FL_SE_M09_Solve_Problem_11ec-8e6f-ab8d0d29724</a></p> |   |
| <p>MA.6.AR.2.3</p> <p>Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.</p> | <p>n/a</p> | <p>Reviewer 1 stated that bar diagrams are not used.</p> <p>HMH Response: Bar diagrams are not mentioned in the benchmark or clarifications. Manipulatives listed in the clarifications are used. A bar diagram is used in the Spark Your Learning solution on page 297. Please see examples below.</p> <p>Algebra Tiles in Task 3 on page 283, On Your Own problems on page 286, More Practice/Homework problems on pages 287-288; Task 1 on page 298</p> <p>Balances in Tasks 1 and 2 on page 282</p> <p>drawings - Spark Your Learning on page 281</p> <p>number lines - Students graph their solution on a number line in Task 4 and Check Understanding problems 1-2 on page 300, On Your Own problems on page 301, and More Practice/Homework problem on page 303</p> <p>inverse operations - Used throughout lessons 9.3 (pages 297-304), 9.4 (pages 305-310), and 9.5 (pages 311-316)</p>                                                                                                                                                  | <p>Lesson 9.3 p. 297 Bar<br/>Lesson 9.1 pp. 286, 287<br/>Lesson 9.2 p. 292 balance</p> <p><a href="https://www.hmhco.com/FL_SE_M09_Solve_Problem_11ec-8e6f-ab8d0d29724">https://www.hmhco.com/FL_SE_M09_Solve_Problem_11ec-8e6f-ab8d0d29724</a></p> |   |

|   | F                                                                                                                                                                                                                                      | G                                                                              | H                     |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------|
| 7 | <p>Diagrams, 7-288 and Lesson 9.3 pp. 298 manipulatives, <a href="#">aces</a></p> <p><a href="#">content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_plems_Using_Equations.pdf?custom_correlation_id=d78185db-c5cd-3</a></p> | <p>No expectation for students to use specific methods. Alignment is fine.</p> | <p>Lessons align.</p> |
| 8 | <p>Diagrams, 7-288 and Lesson 9.3 pp. 298 Manipulatives, <a href="#">aces</a></p> <p><a href="#">content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_plems_Using_Equations.pdf?custom_correlation_id=d78185db-c5cd-3</a></p> | <p>No expectation for students to use specific methods. Alignment is fine.</p> | <p>Lessons align.</p> |



|    | A                                                                                                                                                                                                                         | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | D                                                                                                                                                                                                                                                                                                                                                                                                                      | E |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 9  | <p>MA.6.AR.2.4<br/>Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.</p>                                           | n/a | <p>Reviewer 1 stated that terms and solutions are not limited to positive rational numbers.</p> <p>HMH Response: Integers are acceptable in MA.6.AR.2.2 and MA.6.AR.2.3, so they are included in our content for MA.6.AR.2.4 as well even though the negative integers are not positive rational numbers. Problem 21 on page 294 does have a solution that is a negative decimal, but that is the only one in the lessons correlated to benchmark MA.6.AR.2.4.</p> <p>There are problems with fractions and decimals within each lesson. The benchmark has no requirement about a balance of fractions and decimals.</p> | <p>Lessons 9.2-9.4, pp. 281-282<br/> <a href="https://www.jmhco.com/FL_SE_M09_Solve_Problem_21">https://www.jmhco.com/FL_SE_M09_Solve_Problem_21</a><br/> <a href="https://www.jmhco.com/FL_SE_M11_Ratio_and_Problem_21">https://www.jmhco.com/FL_SE_M11_Ratio_and_Problem_21</a><br/> <a href="https://www.jmhco.com/FL_SE_M11_Ratio_and_Problem_21">https://www.jmhco.com/FL_SE_M11_Ratio_and_Problem_21</a></p>     |   |
| 10 | <p>MA.6.AR.3.3<br/>Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.</p> | n/a | <p>Reviewer 2 stated that "lessons could have more practice with creating tables."</p> <p>HMH Response: Students complete tables in Check Understanding problem 1 on page 362, four problems in On Your Own on pages 363-364, and three problems in More Practice/Homework on page 365.</p>                                                                                                                                                                                                                                                                                                                              | <p>Lesson 11.2, pp. 363-364<br/> <a href="https://www.jmhco.com/FL_SE_M11_Ratio_and_Problem_21">https://www.jmhco.com/FL_SE_M11_Ratio_and_Problem_21</a><br/> <a href="https://www.jmhco.com/FL_SE_M11_Ratio_and_Problem_21">https://www.jmhco.com/FL_SE_M11_Ratio_and_Problem_21</a><br/> <a href="https://www.jmhco.com/FL_SE_M11_Ratio_and_Problem_21">https://www.jmhco.com/FL_SE_M11_Ratio_and_Problem_21</a></p> |   |

| F                                                                                                                                                   | G                                                                                                                                                                                                                                                                                                                                                                       | H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p>p-316<br/>content/math/into_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN-<br/>blems_Using_Equations.pdf?custom_correlation_id=d78185db-c5cd-3</p>  | <p>For examples aligned to this benchmark, it should not include negative rational numbers, the intention is to use relational thinking (as done in K-5) to determine unknowns. It is not the intention for students to solve using an algebraic method (although if students make the connection from solving algebraically/procedurally then they certainly can).</p> | <p>We fully cover this benchmark in the lessons listed in columns D–F. Students solve for an unknown in an equation whose terms, coefficients, and/or solution are positive rational numbers (decimals or fractions) in the following places:</p> <ul style="list-style-type: none"> <li>• p. 292, Task 3 and Check Understanding Problem 3</li> <li>• p. 293, Problems 5 and 13–15</li> <li>• p. 296, Problem 14</li> <li>• p. 300, Task 4 and Check Understanding Problem 1</li> <li>• p. 301, Problems 3 and 7</li> <li>• p. 302, Problems 10–12, 15, and 16</li> <li>• p. 303, Problems 1, 5, and 6</li> <li>• p. 304, Problems 11, 13, and 14</li> <li>• p. 305, Task 2</li> <li>• p. 306, Check Understanding Problem 2</li> <li>• p. 307, Problem 3</li> <li>• p. 308, Problems 7, 10, and 11</li> <li>• p. 309, Problem 2</li> <li>• p. 310, Problems 8–10 and 12</li> <li>• p. 318, Problems 6–8</li> </ul> |
| <p>10<br/>p5<br/>content/math/into_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN-<br/>Rates_Concepts.pdf?custom_correlation_id=f9f51a49-c5cd-11ec-</p> | <p>Examples do not include three-column tables which is part of the benchmark.</p>                                                                                                                                                                                                                                                                                      | <p>We fully cover this benchmark. Students complete a three-column table involving ratios in Task 1 Part A on page 367.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |



|    | A                                                                                                                                                                                                                                                 | B   | C                                                                                                                                                                                                                                                                                                                                                                                    | D                                                                                                                                                                                                                                                                                                                                    | E |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 11 | <p>MA.6.DP.1.2<br/>Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.</p>                                                                                                                   | n/a | <p>Reviewer 1 stated that "range is missing."<br/>HMH Response: Range is covered in lesson 19.3 (pages 637-642)</p>                                                                                                                                                                                                                                                                  | <p>Lesson 18.2, pp. 589-59<br/><a href="https://www.jmhco.com/FL_SE_M18_Data_Colle">https://www.jmhco.com/FL_SE_M18_Data_Colle</a><br/>11ec-9f6f-016c18dcaeb</p> <p>Lesson 19.3, pp. 637-64<br/><a href="https://www.jmhco.com/FL_SE_M19_Variability">https://www.jmhco.com/FL_SE_M19_Variability</a><br/>11ec-9255-675fd21d9f11</p> |   |
| 12 | <p>MA.6.DP.1.3<br/>Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.</p> | n/a | <p>Reviewer 1 stated that "instruction does not include vertical representation of box plot." Instruction includes horizontal representation of box plots.<br/>HMH Response: Vertical box plots are not mentioned anywhere in the benchmark; example, or clarification. We fully cover the benchmark and clarification in lessons 19.2 (pages 629-636) and 19.4 (pages 643-648).</p> | <p>Lesson 19.2, pp. 629-64<br/><a href="https://www.jmhco.com/FL_SE_M19_Variability">https://www.jmhco.com/FL_SE_M19_Variability</a><br/>11ec-9255-675fd21d9f11</p>                                                                                                                                                                  |   |

| F                                                                                                                                                                                                                                                                                        | G                                                                                                         | H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p>11</p> <p>content/math/intro_math_fl/g6_7/student/pdf/AACC6_IntroMath_EN_action_and_Displays.pdf?custom_correlation_id=696d8a94-cd7f-#page=3</p> <p>content/math/intro_math_fl/g6_7/student/pdf/AACC6_IntroMath_EN_and_Data_Distribution.pdf?custom_correlation_id=8912d428-c5ce-</p> | <p>Range should be embedded throughout DP lessons</p>                                                     | <p>We fully cover this benchmark in the lessons listed in columns D–F. In particular, range is covered extensively in <b>Lesson 19.3</b> (pp. 637–642). However, with respect to the note in column G, range is also revisited in the following lessons.</p> <p><b>Lesson 19.4:</b> See p. 643 (Task 1 Parts E and F) and p. 648 (Problem 5).</p> <p><b>Lesson 20.1:</b> See pp. 655–656 (Tasks 1 and 2), pp. 657–659 (Problems 1, 2, 9, 12, and 13), and pp. 661–662 (Problems 2–4 and 6).</p> <p><b>Lesson 20.2:</b> See p. 663 (Task 1 Part C) and pp. 665–666 (Problems 4C, 5B, and 6C).</p> <p><b>Lesson 20.3:</b> See p. 669 (Task 1 Parts C and D) and p. 674 (Problems 4 and 6).</p> <p><b>Lesson 20.4:</b> See p. 675 (Task 1 Part C), pp. 677–678 (Problems 2C, 2E, and 3B), and p. 679 (Problem 1B).</p> <p><b>Lesson 20.5:</b> See p. 681 (Task 1 Parts C and D), p. 682 (Check Understanding Problem 1A), pp. 683–684 (Problems 2 and 6), and pp. 685–686 (Problems 1, 3, and 7).</p> |
| <p>12</p> <p>66, Lesson 19.4, pp. 643–648</p> <p>content/math/intro_math_fl/g6_7/student/pdf/AACC6_IntroMath_EN_and_Data_Distribution.pdf?custom_correlation_id=8912d428-c5ce-</p>                                                                                                       | <p>Instruction can include vertical box plots, but that can be adaptable by the teacher for classroom</p> | <p>We fully cover the benchmark in the lessons listed in columns D–F. We agree with the note in column G that teachers can adapt our instructional materials to teach vertical box plots if they wish.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |



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|    |                                                                                                                             | I |
| 11 | <a href="https://hmhco.box.com/s/pwi402fpmk42s9zn0ckseczmhca2bw">https://hmhco.box.com/s/pwi402fpmk42s9zn0ckseczmhca2bw</a> |   |
| 12 |                                                                                                                             | J |

| A                                                                                                                                                                                                                                          | B          | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | D                                                                                                                                                                                     | E |
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| <p>MA.6.DP.1.4<br/>Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.</p> | <p>n/a</p> | <p>Reviewer 1 stated that "instruction limited to skewed description . . . and does not focus on describing data as Normal or Bimodal."<br/><br/>HMH Response: Instruction does not focus on describing data as Normal or Bimodal. The benchmark does not mention Bimodal or Normal. The clarification (Appendix C) does not contain Bimodal or Normal in the glossary. We fully cover the benchmark in lessons 19.1 (pages 621-628) and 19.4 (pages 643-648).</p>                                                                                                                                                        | <p>Lesson 19.1, pp. 621-628<br/><a href="https://www.jmhco.com/FL_SE_M19_Variability11ec-9255-675fd21d9f11">https://www.jmhco.com/FL_SE_M19_Variability11ec-9255-675fd21d9f11</a></p> |   |
| <p>MA.6.NSO.1.3<br/>Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.</p>                                      | <p>n/a</p> | <p>Reviewer 2 stated that "lessons needs various number lines . . . and more practice with absolute value of rational numbers."<br/><br/>HMH Response: Lesson 1.3 contains three horizontal number lines (pages 19, 20, and 21) and two vertical number lines (pages 20 and 22). Students explicitly find the absolute value of a number eight times in the tasks on pages 20 and 21 and eight practice problems on pages 22 and 23. Students must find absolute value in the process of solving other problems in the tasks and practice problems. The benchmark and clarifications are fully covered in lesson 1.3.</p> | <p>Lesson 1.1, pp. 3-10, L<br/><a href="https://www.jmhco.com/FL_SE_M01_Rational_N8e6f-039c40batf052">https://www.jmhco.com/FL_SE_M01_Rational_N8e6f-039c40batf052</a></p>            |   |

| F                                                                                                                                                                                     | G                                                                                                                                                                                                                 | H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p>28. Lesson 19.4, pp. 643-648<br/> <a href="#">content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_and_Data_Distribution.pdf?custom_correlation_id=8912d428-c5ce-</a></p> | <p>Left skewed and right skewed not expectations of benchmark. Within BIG-M states that describing data focuses on using normal, skewed and bimodal.</p>                                                          | <p>The benchmark MA.6.DP.1.4 reads as follows:<br/> Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.<br/> The clarification for the benchmark reads as follows:<br/> Refer to K-12 Mathematics Glossary (Appendix C).<br/> We fully cover the benchmark and clarification in the lessons listed in columns D–F (Lessons 19.1 and 19.4).<br/> Skewed distributions, which the benchmark references, are discussed on page 623. Although there is no mention of normal or bimodal distributions in the benchmark or in the glossary in Appendix C, teachers have the opportunity to discuss normal distributions when introducing symmetric distributions in Task 2 on page 623, and distributions that are approximately normal also appear in Task 3 on page 624, Problem 6 on page 626, and Problem 6 on page 648. Similarly, teachers may choose to discuss bimodal distributions in Problem 6 on page 628.</p> |
| <p>Lesson 1.3, pp.19-24<br/> <a href="#">content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_number_Concepts.pdf?custom_correlation_id=3f600eae-c5cd-11ec-</a></p>          | <p>Problems focus more integer values whereas the benchmark expectation is rational numbers. Additionally, practice problems lack use of a number line however students can use one in determining solutions.</p> | <p>The benchmark is fully covered in the lessons listed in columns D–F and elsewhere in the course. With respect to the note in column G, students find the absolute value of rational numbers that are not integers in the following places:</p> <ul style="list-style-type: none"> <li>• p. 6, Task 4 Part E and Check Understanding Problems 7 and 9</li> <li>• p. 8, Problems 23–25</li> <li>• p. 9, Problems 7 and 8</li> <li>• p. 16, Problem 5</li> <li>• p. 39, Problems 6 and 8</li> <li>• p. 50, Problems 15 and 16</li> <li>• p. 193, Task 3</li> <li>• p. 448, Task 3</li> </ul> <p>We agree with the note in column G that, using the instruction we provide, students can choose to use number lines to find absolute values when solving practice problems. Instruction on using number lines to find absolute values is provided on page 6.</p>                                                                                                                                                                                                                      |



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| 13<br><a href="https://hnhco.box.com/s/g9vd0vmzantf71trtlfq4ordfjx2brois5">https://hnhco.box.com/s/g9vd0vmzantf71trtlfq4ordfjx2brois5</a>   |  |
| 14<br><a href="https://hnhco.box.com/s/capbfqbssvns8jifzgalxxqlhqbffsa4xxv">https://hnhco.box.com/s/capbfqbssvns8jifzgalxxqlhqbffsa4xxv</a> |  |

| A                                                                                                                                                                                                                        | B          | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | D                                                                                                                                                                                                                                                                                                                                    | E |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <p>MA.6.NSO.2.2</p> <p>Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.</p> | <p>n/a</p> | <p>Reviewer 1 stated that "instruction was limited to multiplication, no division."</p> <p>HMH Response: Fraction multiplication is covered in Module 2, lessons 2.1-2.3. Fraction division is covered in Module 3, lessons 3.1-3.3. Lesson 3.4 allows students to practice a mixture of multiplication and division of fractions. Modules 2 and 3 fully cover the benchmark and clarification. (Screenshots of TOC for Modules 2 and 3 provided.)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Lessons 2.1-2.3, pp. 43-44<br/> <a href="https://www.jmhco.com/FL_SE_M02_Fraction_N9f3b4a237db7">https://www.jmhco.com/FL_SE_M02_Fraction_N9f3b4a237db7</a></p> <p>Lessons 3.1-3.4, pp.67-68<br/> <a href="https://www.jmhco.com/FL_SE_M03_Fraction_I33fe954f0a4e">https://www.jmhco.com/FL_SE_M03_Fraction_I33fe954f0a4e</a></p> |   |
| <p>MA.6.NSO.3.2</p> <p>Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.</p>                                                         | <p>n/a</p> | <p>While Reviewer 2 rated us a 4 and he noted "benchmark is covered with GCF"; Reviewer 1 stated that the benchmark was not met, with no specific evidence.</p> <p>HMH Response: Lesson 1.4 Task 2 on page 26 covers GCF and reminds students of the Distributive Property. The end of Task 2 has students re-write <math>24 + 16</math> as <math>8(3) + 8(2) = 8(3 + 2)</math>. This is also practiced in problems on pages 31-32. The benchmark and clarification are fully covered in lesson 1.4.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Lesson 1.4, p.25-32<br/> <a href="https://www.jmhco.com/FL_SE_M01_Rational_N8e6f-039c40bar052">https://www.jmhco.com/FL_SE_M01_Rational_N8e6f-039c40bar052</a></p>                                                                                                                                                                |   |
| <p>MA.7.AR.1.2</p> <p>Determine whether two linear expressions are equivalent.</p>                                                                                                                                       | <p>n/a</p> | <p>Reviewer 2 stated that lessons "need more practice with fraction coefficients".</p> <p>HMH Response: This benchmark is covered in Lessons 8.4 and 8.5. Most of the use of rational coefficients is used in Lesson 8.5, when students are more familiar and confident in working with linear expressions.</p> <p>Lesson 8.4: Rational coefficients are used in Task 2 on page 262 (1 fractional), Check Understanding problem 2 on page 263, On Your Own problems 12, 16, 24, and 28 on pages 264-266 (3 fractional), and More Practice/Homework problem 8 (fractional) on page 267.</p> <p>Lesson 8.5: Rational coefficients are used in Task 1 on page 269 (fractional), Task 2 on page 270, Check Understanding problem 4 (fractional) on page 271, On Your Own problems 5, 10, 13, 16, 17, 18, 19, 20, 23, 26, and 30 on pages 272-274 (7 fractional), More Practice/Homework problems 1, 6, and 8 on page 275 (2 fractional), and Florida Test Prep problems 12 and 13 on page 276 (1 fractional).</p> | <p>Lessons 8.4 and 8.5, pp.262-276<br/> <a href="https://www.jmhco.com/FL_SE_M08_Numerical_c5cd-11ec-b2c9-4d07eb4">https://www.jmhco.com/FL_SE_M08_Numerical_c5cd-11ec-b2c9-4d07eb4</a></p>                                                                                                                                          |   |

| F                                                                                                                                                                                                                                                                                               | G                                                                                                                                                      | H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p>62<br/>content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_Multiplication.pdf?custom_correlation_id=4af58e3e-c5cd-11ec-a9a6-0d587</p> <p>66<br/>content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_Division.pdf?custom_correlation_id=64199b4a-c5cd-11ec-8589-0d587</p> | <p>No expectation for students to write fractions in simplest form. Little practice with multiplying and dividing with more than two numbers</p>       | <p>We fully cover the benchmark in the lessons listed in columns D–F.</p> <p>Although multiplying or dividing with more than two numbers is not required by the benchmark or its clarification, the following problems give students opportunities to use multiplication and division with more than two numbers that include fractions and mixed numbers:</p> <ul style="list-style-type: none"> <li>• p. 196, Problem 17 (students add 10 mixed numbers and then divide the result by 10 to find the average of the numbers)</li> <li>• p. 197, Problem 5 (students multiply <math>152</math> by <math>\frac{1}{4}</math> to find the number of cups of flour in a bag and then divide the result by <math>3\frac{3}{4}</math> to find the number of loaves of bread that can be made with the flour)</li> <li>• p. 201, Problem 4 (students subtract <math>6\frac{1}{4}</math> from <math>8\frac{3}{4}</math> and divide the result by <math>1\frac{2}{3}</math> to find a butterfly's change in elevation in feet per minute)</li> <li>• p. 211, Problem 3 (students divide <math>9\frac{3}{16}</math> quarts per minute by 4 to convert to gallons per minute, and then divide 55 gallons by the previous result to find how many minutes it takes to fill an artificial pond)</li> </ul> |
| <p>15</p> <p>content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_Number_Concepts.pdf?custom_correlation_id=3f600eae-c5cd-11ec-0d587</p>                                                                                                                                               | <p>No expectation for students to use specific method on comparing fractions/numbers. Little evidence of this benchmark present within the lesson.</p> | <p>The benchmark is fully covered in the following places:</p> <ul style="list-style-type: none"> <li>• p. 26, Task 2 Part F - Students write the sum <math>24 + 16</math> as <math>8(3) + 8(2) = 8(3 + 2)</math>.</li> <li>• p. 28, Problem 4C - Students write the sum <math>48 + 54</math> as <math>6(8) + 6(9) = 6(8 + 9)</math>.</li> <li>• p. 31, Problem 8 - Students write the sum <math>48 + 30</math> as <math>6(8) + 6(5) = 6(8 + 5)</math>.</li> <li>• p. 32, Problem 15 - Students need to recognize that the sum <math>72 + 96</math>, written as the product of the GCF and a sum of two numbers, is <math>24(3 + 4)</math>.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>16</p> <p>261-276<br/>content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_and_Algebraic_Expressions.pdf?custom_correlation_id=c8f353be-0d587</p>                                                                                                                                   | <p>Lesson focuses on integers whereas the benchmark does include rational numbers.</p>                                                                 | <p>The benchmark is fully covered in the lessons listed in columns D–F.</p> <p>In the following places, students focus on the benchmark using expressions that involve non-integer rational numbers:</p> <ul style="list-style-type: none"> <li>• p. 261, Task 1 Part B</li> <li>• p. 262, Task 2 Part B</li> <li>• p. 263, Check Understanding Problem 2</li> <li>• p. 265, Problem 21</li> <li>• p. 267, Problem 8</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>17</p>                                                                                                                                                                                                                                                                                       |                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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| 15 | <a href="https://hnhco.box.com/s/bncea51b29u0awd6d89k;716joy567u">https://hnhco.box.com/s/bncea51b29u0awd6d89k;716joy567u</a>   |  |  |
| 16 | <a href="https://hnhco.box.com/s/k6ii2y759wm9sbmvdctzcupzliwfpid">https://hnhco.box.com/s/k6ii2y759wm9sbmvdctzcupzliwfpid</a>   |  |  |
| 17 | <a href="https://hnhco.box.com/s/plm143ubzfoncwmmq3hqszis7eo3ts16">https://hnhco.box.com/s/plm143ubzfoncwmmq3hqszis7eo3ts16</a> |  |  |

|    | A                                                                                                                                                                                        | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | E |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 18 | <p>Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.</p> <p>MA.7.DP.2.4</p>                                      | n/a | <p>Reviewer 1 states the "instruction partially meets benchmark", but does not provide evidence.</p> <p>HMH Response: This benchmark and the clarifications are fully covered in lesson 21.2. Benchmark: Lesson 21.2 Task 3 on page 702. On Your Own problems 4 and 11 on pages 703-704, More Practice/Homework problem 5 on page 705, and Florida Test Prep problem 9 on page 706 have students conduct an experiment and compare experimental and theoretical probabilities.</p> <p>Clarification 1: Fractions, decimals, and percentages are used throughout lesson 21.1, with several instances, like Task 2 Part E on page 701, where students must write there answer in all three forms.</p> <p>Clarification 2: Task 3 Part C page 702. On Your Own problem 4 page 703, and More Practice/Homework problem 5 on page 705</p> <p>Clarification 3: Coins, die (called a number cube), cards (non-standard deck page 703), marbles, and spinners are all used in lesson 21.2.</p> | <p>Lesson 21.2, pp. 699-706</p> <p><a href="https://www.hmhco.com/FL_SE_M21_Probability193f214c8ca">https://www.hmhco.com/FL_SE_M21_Probability193f214c8ca</a></p>                                                                                                                                                                                                                                                                                                                                                                                                               |   |
| 19 | <p>Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.</p> <p>MA.7.NSO.2.1</p> | n/a | <p>Reviewer 1 states that "instruction does not include whole-number exponents."</p> <p>HMH Response: This benchmark and clarification are fully covered, not including exponents, in Lessons 6.4 and 6.6. Exponents are taught in Lesson 7.1. Whole-number exponents, in the context of using order of operations, appear in Lesson 8.1 on pages 239-244.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Lesson 6.4, pp.191-198</p> <p><a href="https://www.hmhco.com/FL_SE_M06_Fluency_Whole-Number-Exponents111ec-8810-c1b44a02086">https://www.hmhco.com/FL_SE_M06_Fluency_Whole-Number-Exponents111ec-8810-c1b44a02086</a></p> <p>Lesson 7.1, pp. 217-222</p> <p><a href="https://www.hmhco.com/FL_SE_M07_Numerical2bb9b6416fd7">https://www.hmhco.com/FL_SE_M07_Numerical2bb9b6416fd7</a></p> <p>Lesson 8.1, pp. 237-244</p> <p><a href="https://www.hmhco.com/FL_SE_M08_Numericalc5cd-11ec-b2c9-4d07eb4">https://www.hmhco.com/FL_SE_M08_Numericalc5cd-11ec-b2c9-4d07eb4</a></p> |   |

| F                                                                                                                                                                                                                                                                                                                                                                                                                | G                                                                                                                                                                                                                                  | H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>06<br/>content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_.pdf?custom_correlation_id=b4f51ce5-c5ce-11ec-acee-</p>                                                                                                                                                                                                                                                                                  | <p>Wonder why lesson does not include experimental probability if it does have a few questions within it. Most of lesson focuses on fraction form of probability and no reference as to why one form may be used over another.</p> | <p>The benchmark is fully covered in the lesson listed in columns D–F (Lesson 21.2). Experimental probability is highlighted on page 702 of this lesson and is also defined in the glossary on page G15.</p> <p>Module 21 (including Lesson 21.2) provides students with opportunities to write or interpret probabilities using representations other than fractions, as illustrated by these examples:</p> <ul style="list-style-type: none"> <li>• p. 692 (which explicitly states that a probability can be written as a fraction, decimal, or percent and includes all three representations on a number line)</li> <li>• p. 701, Task 2 Part E (students are asked to represent a probability as a fraction, decimal, and percent)</li> <li>• p. 702, Task 3 Part A (students are asked to write two probabilities as decimals) and Check Understanding Problem 2 (students interpret a probability expressed as a percent)</li> <li>• p. 704, Problems 12 and 13 (students write probabilities as fractions, decimals, and percents)</li> <li>• p. 705, Problem 6 (students write probabilities as fractions, decimals, and percents)</li> <li>• p. 706, Problem 8 (students match each of three events to its probability, and the given probabilities are represented in different forms)</li> </ul> |
| <p>18<br/>content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_with_Rational_Numbers.pdf?custom_correlation_id=a56db32f-c5cd-<br/>content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_Expressions.pdf?custom_correlation_id=b1dcfc68-c5cd-11ec-9e8c-<br/>content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_and_Algebraic_Expressions.pdf?custom_correlation_id=c8f353be-0d587</p> | <p>Lesson 8.1 focuses on integers whereas benchmark states rational numbers.</p>                                                                                                                                                   | <p>To address the note in column G, we have changed the following problems in Lesson 8.1 so that they involve non-integer rational numbers:</p> <ul style="list-style-type: none"> <li>• p. 238 (one of the examples of a numerical expression near the top of the page now contains decimals)</li> <li>• p. 239, Task 3 Parts A and C (Part A now contains a fraction and Part C now contains decimals)</li> <li>• p. 240, Check Understanding Problem 3 (the problem now contains a fraction)</li> <li>• p. 241, Problems 8 and 9 (the problems now contain decimals)</li> </ul> <p>Please note: These changes will appear in the digital program immediately and upon reprint of the books.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 19                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

|    |                                                                                                                                 |   |   |
|----|---------------------------------------------------------------------------------------------------------------------------------|---|---|
|    |                                                                                                                                 |   |   |
|    |                                                                                                                                 | I | J |
| 18 | <a href="https://hnhco.box.com/s/q6y7g7q2yemvcevk1vrd2uc0x9op8zo4">https://hnhco.box.com/s/q6y7g7q2yemvcevk1vrd2uc0x9op8zo4</a> |   |   |
| 19 | <a href="https://hnhco.box.com/s/jjindk0a6iv4jakmr5gg7i8ouph28b">https://hnhco.box.com/s/jjindk0a6iv4jakmr5gg7i8ouph28b</a>     |   |   |

**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>  
**Sent:** Thursday, May 12, 2022 10:31 AM EDT  
**To:** Taylor, Lataviance L; Jacobson, Lisa  
**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; Drew Parker  
**Subject:** RE: HMH initial appeal call  
**Attachment(s):** "HMH FL Go Math Appeal G1\_5.12.xlsx", "HMH FL Go Math Appeal G5\_5.12.xlsx", "image001.png", "image008.png", "image009.jpg", "image010.png", "image011.jpg"

Hi all,

Content specialists have reviewed your submissions and we've scheduled a call for this afternoon at 1:00 PM to discuss. Please note that we are only addressing standards in grade 1 and grade 5. Standards for grade 6 accelerated have been fully approved. I've attached the spreadsheet with the most recent comments. Anything marked in green is approved and no further action is needed. Anything marked in red needs further discussion/edits.

Please see below for the link to the meeting invite.

HMH - Appeal call  
Thu, May 12, 2022 1:00 PM - 1:30 PM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**

<https://meet.goto.com/305173301>

**You can also dial in using your phone.**

United States (Toll Free): [1 877 309 2073](tel:18773092073)

United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 305-173-301

**Join from a video-conferencing room or system.**

Dial in or type: 67.217.95.2 or [inroomlink.goto.com](https://inroomlink.goto.com)

Meeting ID: 305 173 301

Or dial directly: [305173301@67.217.95.2](tel:305173301@67.217.95.2) or [67.217.95.2##305173301](tel:67.217.95.2##305173301)

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>  
**Sent:** Tuesday, May 10, 2022 3:47 PM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>  
**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>  
**Subject:** RE: HMH initial appeal call

Amber - Thank you. I will advise the team.

Thanks,  
Tavi

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819



---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Tuesday, May 10, 2022 3:42 PM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

This message originated from outside your organization

Hi Tavi,

Please make the changes in your digital platform. Once we can see that they've been made we can seek leadership approval.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, May 9, 2022 4:41 PM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Hi Amber,

Our submission to DOE included .pdfs of the changes we intended to make to address the issues related to inclusion of special topics. We believed that we would hear from DOE first, and then we would make the changes. If DOE desires for us to make the changes first, please let us know, and we will immediately make the changes on our digital content platform. Just let us know.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Monday, May 9, 2022 3:41 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Hi Amber, thank you for reaching out. We will look into this and respond shortly.

Best,  
Lisa

Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, May 9, 2022 3:40 PM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radevlaw.com](mailto:dparker@radevlaw.com)>  
**Subject:** RE: HMH initial appeal call

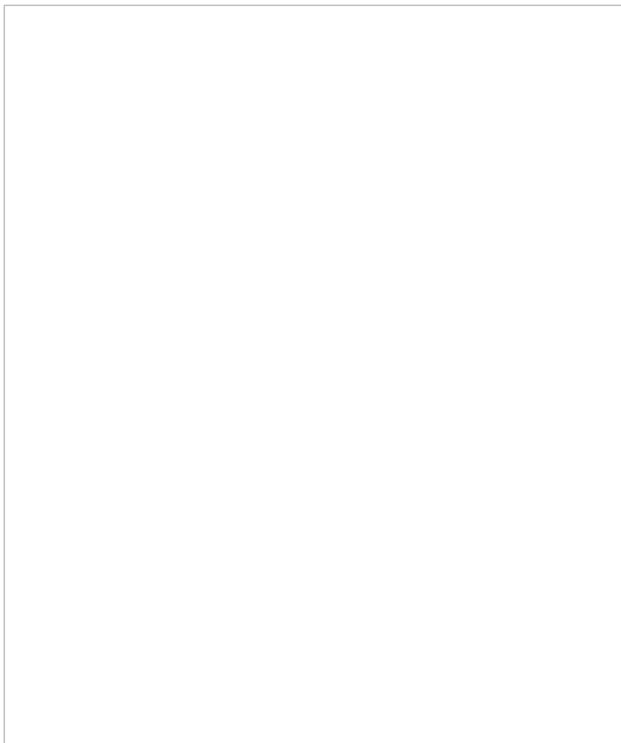
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Hi Lisa,

I'm looking at the special topics concerns that reviewers have noted. I see on the link on the spreadsheet that these sections have been marked up for removal. However, when I look at the section on your digital platform, the section marked for removal is still there. Do you know when these will be removed from your digital platform?

For example, for Kindergarten, this is what I see in the materials (the green box is marked for removal on the spreadsheet):



Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature



---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Thursday, April 28, 2022 9:52 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelina.Rivers1@fldoe.org](mailto:Angelina.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Dear Lauren,

Thank you for providing us with appeal template. On behalf of HMH, I am sending you the completed Appeal files for the following:

HMH Florida's B.E.S.T. Go Math! Grade K  
HMH Florida's B.E.S.T. Go Math! Grade 1  
HMH Florida's B.E.S.T. Go Math! Grade 2  
HMH Florida's B.E.S.T. Go Math! Grade 5  
HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**

<https://www.hnhco.com/ui/login/?connection=91005680>

**State:** EVALUATOR

**District:** FL K-12 Math Review-91005680

**Teacher Username:** FL-DemoTeacher1

**Teacher Password:** TheBEST1!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,  
Lisa

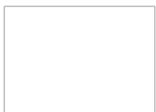
---

**Lisa Jacobson**

Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**

125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Tuesday, April 26, 2022 12:01 PM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelina.Rivers1@fldoe.org](mailto:Angelina.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

**This message originated from outside your organization**

Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424

Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, April 25, 2022 9:53 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** HMH initial appeal call

This message originated from outside your organization

Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**  
<https://meet.goto.com/547145269>

**You can also dial in using your phone.**  
United States (Toll Free): [1 877 309 2073](tel:18773092073)  
United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 547-145-269

**Join from a video-conferencing room or system.**  
Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](http://inroomlink.goto.com)  
Meeting ID: 547 145 269  
Or dial directly: [547145269@67.217.95.2](tel:547145269@67.217.95.2) or [67.217.95.2###547145269](tel:67.217.95.2###547145269)

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

[DOE email signature](#)

|   | A                                                                                                                  | B                                     | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | D | E | F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | G | H |
|---|--------------------------------------------------------------------------------------------------------------------|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 1 | <u>COURSE #5012030_HMH Florida's B.E.S.T. Go Math! Grade 1</u>                                                     |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |   |
| 2 | <u>BID 455</u>                                                                                                     |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |   |
| 3 | Standard Below 3 (if applicable)                                                                                   | Special Topic Concern (If applicable) | Publisher Correction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |   | Link to correction in materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |   |
| 4 | n/a                                                                                                                | n/a                                   | <p><b>HMH Overall Response:</b> After collecting and analyzing all the scores provided by the reviewers on Grade 1, we believe there was an error in calculations with the scores and that this grade did in fact score a 4. Nonetheless, we have provided responses to any standards where at least one reviewer scored us a 3 or below.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |   | n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |   |
| 5 | <p>MA.1.AR.2.2</p> <p>Determine and explain if equations involving addition or subtraction are true or false.</p>  | n/a                                   | <p>Reviewer 1 rates us a 5 here and indicates that "Items focus on true and false. There is a mix of operations being related on both sides of the question as well as opportunities for multiple addends."</p> <p>Reviewer 2s, on the other hand, states that there were too many terms in the equations. They indicated that "The Listen and Draw on p.477, #13 on p.480, and #7 on 481 contain 5 terms, which does not align to the standard and clarifications."</p> <p>HMH Response: There are no more than 3 terms used on one side of an equation. On p. 477; p. 480 and 481 each have only a single equation that shows two terms on one side of the equation and three terms on the other.</p> <p>Additionally, Reviewer 2 wrote that the lesson does "not focus on the meaning of the equal sign."</p> <p>HMH Response: The Math Talk on p. 477 addresses the meaning of the equal sign.</p> |   |   | <p>Lesson 10.8, pp. 477-481 Equal and Not Equal, focuses on True/False and operations on both sides of the equation.</p> <p><a href="https://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C10_Addition_and_Subtraction_Relationships.pdf?custom_correlation_id=d905db34-6ce4-44e1-9b5e-235f2ff145f0">https://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C10_Addition_and_Subtraction_Relationships.pdf?custom_correlation_id=d905db34-6ce4-44e1-9b5e-235f2ff145f0</a></p> |   |   |
| 6 | <p>MA.1.DP.1.1</p> <p>Collect data into categories and represent the results using tally marks or pictographs.</p> | n/a                                   | <p>Reviewer 2 writes that Clarification 1 calls for students to use "tally marks to skip counting by 5s."</p> <p>HMH Response: Clarification 1 states that students should <u>connect</u> tally marks to counting by 5s, but does not state the expectation that students should skip count tally marks.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |   | <p>Lesson 16.3, pp. 673-678 Tally Marks</p> <p>Lesson 16.4, pp.679-685 Make Tally Marks</p> <p><a href="https://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C16_Graphing.pdf?custom_correlation_id=f6e6549e-4187-4701-822a-a44b3d09850e">https://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C16_Graphing.pdf?custom_correlation_id=f6e6549e-4187-4701-822a-a44b3d09850e</a></p>                                                                                          |   |   |

|   | I                                                                                                                                                                                                                                                                                                                                                                                                                 | J                                                                                                                                                                                                                                                                                                                                         | K                                                                                                                                        | L                                              |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| 1 |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                          |                                                |
| 2 |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                          |                                                |
| 3 | Notes from FL DOE                                                                                                                                                                                                                                                                                                                                                                                                 | Updated Publisher Correction                                                                                                                                                                                                                                                                                                              | Updated Link to Correction in Materials                                                                                                  | 2nd round notes from FL DOE content specialist |
| 4 |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                          |                                                |
| 5 | <p>MA.1.AR.2.2 Clarification 2: Problem types are limited to an equation with no more than four terms. For questions on pages 480 and 481 there are 5 terms instead of 4. There is not a focus on the meaning of the equal sign within the lesson the evidence provided within the Math Talk does not guarantee that every teacher will realize that is the focus of the lesson and not a supplemental piece.</p> | <p>Pages in Lesson 10.8 have been updated to reflect corrections. The 5-term equation is removed. Model and Draw on the upper half of p.478 has been updated to emphasize the meaning of the equal sign. These changes will appear in the digital program immediately and upon reprint of the books.</p> <p>Lesson 10.8: p.478, p.480</p> | <p><a href="https://hnhco.box.com/s/hbhmnhms27gox3vweviiukavykylg">https://hnhco.box.com/s/hbhmnhms27gox3vweviiukavykylg</a></p>         | Lesson aligns to benchmark                     |
| 6 | <p>Lesson does align to the benchmark, however DP.1.1 was identifies while DP1.2 is listed in the teacher edition. Additionally, question 14 on page is 676 is not clear, instead of having students recreate the total using tally marks, the number should be presented for students recognize the connection.</p>                                                                                              | <p>Lesson 16.3 aligns as stated by curriculum specialist: p. 676 corrected. This change will appear in the digital program immediately and upon reprint of the books.</p> <p>Lesson 16.3: p.676</p>                                                                                                                                       | <p><a href="https://hnhco.box.com/s/akkuftqthf2apb300068i10gzsiakwnbi">https://hnhco.box.com/s/akkuftqthf2apb300068i10gzsiakwnbi</a></p> | Lesson aligns to benchmark                     |

|   | M                            | N                                       | O                                              | P                                                           |
|---|------------------------------|-----------------------------------------|------------------------------------------------|-------------------------------------------------------------|
|   |                              |                                         |                                                | Reviewer B<br>5- Very Poor<br>4- Poor<br>3- Fair<br>2- Good |
| 1 |                              |                                         |                                                |                                                             |
| 2 |                              |                                         |                                                |                                                             |
| 3 | Updated Publisher Correction | Updated Link to Correction in Materials | 3rd round notes from FL DOE content specialist | 1 - Very Poor                                               |
| 4 |                              |                                         |                                                |                                                             |
| 5 |                              |                                         |                                                |                                                             |
| 6 |                              |                                         |                                                |                                                             |



|   | A                                                                                                                                                                                                                                                                                         | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | D | E | F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | G                                                                                                                      | H |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|---|
| 7 | <p>MA.1.GR.1.1</p> <p>Identify, compare and sort two- and three- dimensional figures based on their defining attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders.</p> | n/a | <p>Reviewer 2 states that the content contains "informal language" and "is missing critical academic vocabulary as mentioned in the clarifications."</p> <p>HMH Response: the "critical" academic vocabulary is not specifically stated by the FL standards and we use age-appropriate language.</p>                                                                                                                                                                                                                                                                                                                                                                                                                          |   |   | <p>Lesson 11.1, pp. 497-500 Three Dimensional Shapes<br/>Lesson 11.5, pp. 500-503 Two-Dimensional Shapes on Three-Dimensional Shapes<br/><a href="https://www.jmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C11_Geometry_Three">https://www.jmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C11_Geometry_Three</a><br/>Dimensional_Solids.pdf?custom_correlation_id=c36d929b-6a32-4bca-bc8c-a9ee272db71f</p>                                                                                                                                                                                                                                                                                                                                                                                                     | <p>12.1: Classify and Sort Two-Dimensional Shapes, 533-536<br/>12.2: Attributes of Two-Dimensional Shapes, 539-542</p> |   |
| 8 | <p>MA.1.GR.1.2</p> <p>Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.</p>                                                                                                                              | n/a | <p>Reviewer 1 states there are limited examples of sketching 2-D figures.</p> <p>HMH Response: This is covered on pp.539-540, which has a table where students identify, draw, and give attributes of the shapes. Additionally, on p.521-526, students draw and identify two-dimensional shapes that compose three-dimensional shapes.</p> <p>Reviewer 2 states that "P.521-526 do not align with the standard at all. It is only 2d shapes based on their attributes, not the attributes of a 3D shape."</p> <p>HMH Response: Attributes of 3-D shapes include 2-D shapes, which are included in Lesson 11.5, pp. 521-526. Classifying two- and three-dimensional shapes are found in Lesson 11.1, 11.5, 12.1, and 12.5.</p> |   |   | <p>Lesson 12.2 p.539, p.540<br/><a href="https://www.jmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C12_Geometry_Two-Dimensional_Solids.pdf?custom_correlation_id=c36d929b-6a32-4bca-bc8c-a9ee272db71f">https://www.jmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C12_Geometry_Two-Dimensional_Solids.pdf?custom_correlation_id=c36d929b-6a32-4bca-bc8c-a9ee272db71f</a></p> <p>Lesson 11.5 pp. 521-526<br/><a href="https://www.jmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C11_Geometry_Three-Dimensional_Solids.pdf?custom_correlation_id=c0b0e0d-6a4e-4944-82df-07df0acf8a66#page=29">https://www.jmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C11_Geometry_Three-Dimensional_Solids.pdf?custom_correlation_id=c0b0e0d-6a4e-4944-82df-07df0acf8a66#page=29</a></p> |                                                                                                                        |   |
| 9 | <p>MA.1.GR.1.3</p> <p>Compose and decompose two- and three- dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.</p>                                                           | n/a | <p>Reviewer 2 states Lesson 12.5 uses fourths instead of semi-circles.</p> <p>HMH Response: The example mentioned uses two quarter circles to make a half circle, which is then composed to make other shapes.</p> <p>Additionally, reviewer 2 writes "There are some good examples of composing and decomposing 2d and 3d shapes . . . it is lacking the much needed vocabulary."</p> <p>HMH Response: From a standards perspective, using academic language and vocabulary is not mentioned.</p>                                                                                                                                                                                                                            |   |   | <p>Lesson 12.5, pp. 557-560 Create New Two-Dimensional Shapes<br/><a href="https://www.jmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C12_Geometry_Two-Dimensional_Solids.pdf?custom_correlation_id=c36d929b-6a32-4bca-bc8c-a9ee272db71f">https://www.jmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C12_Geometry_Two-Dimensional_Solids.pdf?custom_correlation_id=c36d929b-6a32-4bca-bc8c-a9ee272db71f</a></p>                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                        |   |

|   |                                                                                                                                                                                                                                                                                              | J                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | K                                                                                                                               | L                          |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| 7 | Lessons align                                                                                                                                                                                                                                                                                | Lesson aligns.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                 |                            |
| 8 | There are limited opportunities for students to create the own drawings and sketches within the lessons. In lesson 11.5, stuents can draw the sahep indentifies instead of circling.                                                                                                         | Students draw shapes in Lesson 12.2 p.539 given that attributes "curved" and straight"; on p.540, students draw hexagons, rectangles, squares, and triangles, naming the quantity of the attributes (number of sides and vertices.)<br><br>Lesson 12.2: pp. 539, 540                                                                                                                                                                                                                                                 | <a href="https://hmhco.box.com/s/4dr84tb8k0dbrtviwemlc73w9otv545n">https://hmhco.box.com/s/4dr84tb8k0dbrtviwemlc73w9otv545n</a> | Lesson aligns to benchmark |
| 9 | The expectation of the benchmark is not to compose 2 quarter circles to make a semi-circle. Benchmark language for figures used should be incorporated within the lesson (semi-circle, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prims, cones and cylinders). | Pages in the following lessons have been updated to reflect corrections: In Lesson 12.3 and Lesson 12.4, students compose new shapes using triangles, rectangles, and trapezoids with pattern blocks and by drawing. In Lesson 12.3, the focus is on spatial relationships relating to part-whole and counting the number of parts used per Clarification 1. These changes will appear in the digital program immediately and upon reprint of the books.<br><br>Lesson 12.3: pp. 545-548<br>Lesson 12.4: pp. 551-554 | <a href="https://hmhco.box.com/s/tauo5iv2ablk8ifd0k9x8yctbx4f7gbd">https://hmhco.box.com/s/tauo5iv2ablk8ifd0k9x8yctbx4f7gbd</a> | Lesson aligns to benchmark |

|    | A                                                                                                                                                                                                                                                                                           | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | D | E | F                                                                                                                                                                                                                                                                                                                                                                                           | G | H |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 10 | <p>MA.1.GR.1.4<br/>Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, and rectangular prisms, cubes, rectangular prisms, cones and cylinders.</p> | n/a | <p>Reviewer 1 states that "While there are many examples of real-world objects for stand alone figures (balls, cones, cans, etc.), there are only a few real-world examples of items with multiple identifiable geometric figures. . . . In most other examples, they are identifying the geometric figures in composed shapes."<br/>HMH Response: The composite figures were included; however because of their age appropriateness for Grade 1 students. The approach also meets the standard as it is written.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |   | <p>Lesson 11.2, p. 503 Combine Three-Dimensional Shapes<br/><a href="https://www.jmhco.com/content/math/go_math/g1/student/pdf/G1_GoMa1h_EN_FL_SE_C11_Geometry_Three">https://www.jmhco.com/content/math/go_math/g1/student/pdf/G1_GoMa1h_EN_FL_SE_C11_Geometry_Three</a><br/>e-<br/>Dimensional_Solids.pdf?custom_correlation_id=9ab7c363-029b-41e0-9e51-8919a6384f6b</p>                  |   |   |
| 11 | <p>MA.1.M.1.1<br/>Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.</p>                                                                                                                                              | n/a | <p>Reviewer 1 gave us a positive score of 5--a difference of 3 points from Reviewer 2. This reviewer specifically said "Items align to the standard for estimation."<br/>Reviewer 2, on the other hand, states that "The clarifications were clear that students would be estimating with inches. Chapter 14 Lesson 3 focuses on estimating with centimeters."<br/>HMH Response: The standard is written as follows "Measure the length of an object to the nearest inch or centimeter" so the content as presented meets the standards as they are written.<br/>Additionally, reviewer 2 was concerned that non-standard units are used for estimating.<br/>HMH Response: The tiles and cubes used for measurement are not non-standard units of measure; the tiles are specified to be 1-inch and the unit cubes are 1 cm; this builds an understanding of the connection between counting and then adding units to measurement. Given how this benchmark and the clarifications, we believe this standard is completely met.</p> |   |   | <p>Lessons 14.1, 14.2, 14.3, 14.4, pp.595-616<br/><a href="https://www.jmhco.com/content/math/go_math/g1/student/pdf/G1_GoMa1h_EN_FL_SE_C14_Measurement.pdf?custom_correlation_id=8fad097b-c311-4a93-824e-8f6ee1824d25">https://www.jmhco.com/content/math/go_math/g1/student/pdf/G1_GoMa1h_EN_FL_SE_C14_Measurement.pdf?custom_correlation_id=8fad097b-c311-4a93-824e-8f6ee1824d25</a></p> |   |   |
| 12 | <p>MA.1.M.1.2<br/>Compare and order the length of up to three objects using direct and indirect comparison.</p>                                                                                                                                                                             | n/a | <p>Reviewer 1 gave us a positive score of 5 (a disparity of 3 points with reviewer 2) and stated "Opportunities for 3 items compared directly and also for indirect comparison."<br/>Reviewer 2, on the other hand, states that "Chapter 14 Lesson 3 does not align as it discusses estimating measurement instead of comparing objects in specific units."<br/>HMH Response: Students use comparisons of longer or shorter objects so that they can estimate their lengths. More specifically, in 14.5 students compare objects to order them, as stated by the standard.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |   | <p>Lesson 14.3, p. 607, Lesson 14.5, p. 609<br/><a href="https://www.jmhco.com/content/math/go_math/g1/student/pdf/G1_GoMa1h_EN_FL_SE_C14_Measurement.pdf?custom_correlation_id=c34a30c2-3daf-495e-b88e-d8b01a31a7e40">https://www.jmhco.com/content/math/go_math/g1/student/pdf/G1_GoMa1h_EN_FL_SE_C14_Measurement.pdf?custom_correlation_id=c34a30c2-3daf-495e-b88e-d8b01a31a7e40</a></p> |   |   |
| 13 | <p>MA.1.M.2.1<br/>Using analog and digital clocks, tell and write time in hours and half-hours.</p>                                                                                                                                                                                         | n/a | <p>Reviewer 2 states that "there is no discussion or use of the vocabulary for digital and analog" within the lessons 15.1-15.4.<br/>HMH Response: The benchmark specifies only that students write and tell time and not that they use specified vocabulary. Clocks divided into semicircles is shown in Lesson 15.3.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |   | <p>Lessons 15.1-15.5, pp.631-652<br/><a href="https://www.jmhco.com/content/math/go_math/g1/student/pdf/G1_GoMa1h_EN_FL_SE_C15_Time.pdf?custom_correlation_id=c34a30c2-3daf-495e-b88e-d8b01a31a7e40">https://www.jmhco.com/content/math/go_math/g1/student/pdf/G1_GoMa1h_EN_FL_SE_C15_Time.pdf?custom_correlation_id=c34a30c2-3daf-495e-b88e-d8b01a31a7e40</a></p>                          |   |   |

|    | I                                                                                                                                                                                                                                                                                                                              | J                                                                                                                                                                                                                                                     | K                                                                                                                             | L                                                                                                                                                                                                                               |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 | Limited information provided to show evidence of alignment.                                                                                                                                                                                                                                                                    | <p>In Lesson 11.4, students identify, build, and take apart three-dimensional shapes.</p> <p>In Lesson 12.4 students identify, build, and take apart two-dimensional shapes.</p> <p>Lesson 11.4<br/>Lesson 12.4 p. 554</p>                            | <a href="https://hmhco.box.com/s/js2qu57me2b2f5377slp6e6mmr9xg7">https://hmhco.box.com/s/js2qu57me2b2f5377slp6e6mmr9xg7</a>   | The benchmark expectation is to engage with real-world objects                                                                                                                                                                  |
| 11 | <p>Estimates should be to the nearest inch, while measurements should include inches and centimeters. Using one color marker to represent the 1-inch estimate would be more appropriate instead of switching from blue to red, when only the blue marker was given the specification (pages 596- 598, as well as 599-600).</p> | <p>This benchmark is covered in Lessons 14.1, 14.2, and 14.4. Students first estimate and then measure from zero in inches, then measure in centimeters.</p> <p>Lesson 14.1: pp. 655-658<br/>Lesson 14.2: pp: 602-604<br/>Lesson 14.4: pp:613-616</p> | <a href="https://hmhco.box.com/s/wwwkxaqr3b3vk647zf4kexj8kehdljs">https://hmhco.box.com/s/wwwkxaqr3b3vk647zf4kexj8kehdljs</a> | <p>What guide or reference is being used to determine the length if they are asked not to use a ruler. Answer of "about _____ centimeters is still asking students to estimate in centimeters which is not the expectation.</p> |
| 12 | <p>To meet the expectation of the benchmark, students should be measuring objects. It is also an expectation that the comparison of 2 objects to another should be included within the instruction of the benchmark.</p>                                                                                                       | <p>In Lesson 14.5, student compare and then order length of three objects. (See edited Model and Draw section to include comparing measured lengths.)</p> <p>Lesson 14.5: pp. 620-622</p>                                                             | <a href="https://hmhco.box.com/s/6lcmxaw2f3dbu9vaxpv4s7n92w2c9en">https://hmhco.box.com/s/6lcmxaw2f3dbu9vaxpv4s7n92w2c9en</a> | Lesson aligns to benchmark                                                                                                                                                                                                      |
| 13 | <p><b>Lessons aligns to the benchmark,</b> however lesson 15.3 give very minimal connections with partitioning circles and into halves and semi-circles.</p>                                                                                                                                                                   | Lesson aligns.                                                                                                                                                                                                                                        |                                                                                                                               |                                                                                                                                                                                                                                 |

|    | A                                                                                                                                                                                                                         | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                        | D | E | F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | G | H |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 14 | <p>MA.1.M.2.2<br/>Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.</p>                                                             | n/a | <p>Reviewer 1 states that students count but do not simply identify coins--that the resources should "provide images of both sides of coins."<br/><br/>HMH Response: Identification of the coin is necessary to count them. This is why both sides of the coin are used throughout this chapter in order to reinforce their ability to identify and count coins.</p>                                                                     |   |   | <p>Lesson 9.1-9.4, pp. 393-441<br/><a href="https://www.hmhco.com/content/mat_h/go_math/g1/student/pdf/G1_GoMa th_EN_FL_SE_C09_Money.pdf?cust om_correlation_id=44a42b00-30b4-4fb1-a6ad-71cf45649e38">https://www.hmhco.com/content/mat_h/go_math/g1/student/pdf/G1_GoMa th_EN_FL_SE_C09_Money.pdf?cust om_correlation_id=44a42b00-30b4-4fb1-a6ad-71cf45649e38</a></p>                                                                                                                                                                                                                                                                                                                                                                      |   |   |
| 15 | <p>MA.1.M.2.3<br/>Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to \$100. Use the ¢ and \$ symbols appropriately.</p> | n/a | <p>Reviewer 1 wrote that the benchmark indicates students should "Find the value of combinations of pennies, nickels and dimes up to one dollar."<br/><br/>HMH Response: In the Ready for More on Lesson 9.4, p. 412, the TE guide includes direction on how to guide students to find different ways to make 100 cents. This omission was caught by the internal team and was corrected for implementation.</p>                         |   |   | <p>Lesson 9.3, p. 407<br/><a href="https://www.hmhco.com/content/mat_h/go_math/g1/student/pdf/G1_GoMa th_EN_FL_SE_C09_Money.pdf?cust om_correlation_id=44a42b00-30b4-4fb1-a6ad-71cf45649e38">https://www.hmhco.com/content/mat_h/go_math/g1/student/pdf/G1_GoMa th_EN_FL_SE_C09_Money.pdf?cust om_correlation_id=44a42b00-30b4-4fb1-a6ad-71cf45649e38</a></p> <p>Lesson 9.4, p. 412 Teacher Edition<br/><a href="https://www.hmhco.com/content/mat_h/go_math/g1/teacher/pdf/G1_GoMa th_EN_FL_TE_C09_Money.pdf?cust om_correlation_id=bbd0c371-79c6-4407-a901-08f67a62875d">https://www.hmhco.com/content/mat_h/go_math/g1/teacher/pdf/G1_GoMa th_EN_FL_TE_C09_Money.pdf?cust om_correlation_id=bbd0c371-79c6-4407-a901-08f67a62875d</a></p> |   |   |
| 16 | <p>MA.1.NSO.1.2<br/>Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.</p>                                              | n/a | <p>Reviewer 2 stated that "Most of the examples for expanded form was based on ___tens + ___ones when it should be the actual number made by the tens plus the ones (for example 70+5)."<br/><br/>HMH Response: There are two places where this is covered in the content --both Lessons 2.5 and 2.9. It shows that students write numbers in 3 forms, ex., 4 tens + 7 ones, 40 + 7, and 47.</p>                                         |   |   | <p>Lesson 2.5, p.73<br/>Lesson 2.9, p.97<br/><a href="https://www.hmhco.com/content/mat_h/go_math/g1/student/pdf/G1_GoMa th_EN_FL_SE_C02_Count_by_Tens_and_Ones.pdf?custom_correlation_id=4ffe0597-80ad-4f0f-9d94-d927e8236cc7">https://www.hmhco.com/content/mat_h/go_math/g1/student/pdf/G1_GoMa th_EN_FL_SE_C02_Count_by_Tens_and_Ones.pdf?custom_correlation_id=4ffe0597-80ad-4f0f-9d94-d927e8236cc7</a></p>                                                                                                                                                                                                                                                                                                                            |   |   |
| 17 | <p>MA.1.NSO.2.4<br/>Explore the addition of a two-digit number and a one-digit number with sums to 100.</p>                                                                                                               | n/a | <p>Reviewer 2 writes "Examples from p.279-296 were not rigorous enough to cover this standard, as most were two single digit numbers. The SE p.303-308 did a much better job covering this material."<br/><br/>HMH Response: As noted by Reviewer 1, there is good coverage in Chapter 6 which include problem with a two-digit addended greater than 20 and varying representations including models, number lines and place value.</p> |   |   | <p>Lesson 6.9 and Lesson 6.10, pp. 297-308<br/><a href="https://www.hmhco.com/content/mat_h/go_math/g1/student/pdf/G1_GoMa th_EN_FL_SE_C06_Addition_Share gies.pdf?custom_correlation_id=688274cb8-1dff-48ec-82e4-32a97dd995d9">https://www.hmhco.com/content/mat_h/go_math/g1/student/pdf/G1_GoMa th_EN_FL_SE_C06_Addition_Share gies.pdf?custom_correlation_id=688274cb8-1dff-48ec-82e4-32a97dd995d9</a></p>                                                                                                                                                                                                                                                                                                                              |   |   |
| 18 |                                                                                                                                                                                                                           |     |                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |   |

|    | I                                                                                                                                                                                                  | J                                                                                                                                                                                                                                                                                                                                                                                                      | K                                                                                                                                        | L                                             |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| 14 | <p>Clarificatin 1 of the benchmark states: Instruction includes the recognition of both sides of a coin. The lesson is lacking in stating how many of each coin equal a dollar.</p>                | <p>Both sides of the coins are shown throughout, particularly in Lesson 9.1 when showing coins, pp. 304-396. In Lesson 9.4, Equal Amounts, however, a question has been amended for student to find the number of each coin that makes one dollar. This change will appear in the digital program immediately and upon reprint of the books.</p> <p>Lesson 9.1: pp. 394-396<br/>Lesson 9.4: p. 412</p> | <p><a href="https://hmhco.box.com/s/ti0bsjk33bhp07bvp1k6a48r77jbnit8r">https://hmhco.box.com/s/ti0bsjk33bhp07bvp1k6a48r77jbnit8r</a></p> | <p>Lacking a visual reference to quarters</p> |
| 15 | <p><b>Lesson aligns to the benchmark.</b></p>                                                                                                                                                      | <p>Lesson aligns.</p>                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                          |                                               |
| 16 | <p>Examples provided in the lesson are aligned to MA.1.NSO.1.3. Students are not given examples of expanded form in this lesson based on the benchmark expectation.</p>                            | <p>Lesson 2.1 shows multiple uses of expanded form and word form. Lessons 2.2 and 2.3 includes reading word forms of numbers.</p> <p>Lesson 2.1: pp. 50-52 expanded form<br/>Lesson 2.9: pp. 98-99</p>                                                                                                                                                                                                 | <p><a href="https://hmhco.box.com/s/oad4tr8uzeoqsbq5wmr95rthgo3oimj4">https://hmhco.box.com/s/oad4tr8uzeoqsbq5wmr95rthgo3oimj4</a></p>   | <p>Lesson aligns to benchmark</p>             |
| 17 | <p>Instruction of this benchmark should allow students to explore more examples of adding 2 digit and 1 digit numbers, in addition to combining ones and tens as mentioned in clarification 1.</p> | <p>In Lesson 6.10, students explore many examples of 2-digit plus 1-digit addition, including making a new 10 from ones.</p> <p>Lesson 6.10: pp. 303-306</p>                                                                                                                                                                                                                                           | <p><a href="https://hmhco.box.com/s/rtt8isixms6xb2">https://hmhco.box.com/s/rtt8isixms6xb2</a></p>                                       | <p>Lesson aligns to benchmark</p>             |
| 18 |                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                          |                                               |

A

B

C

D

E

COURSE #5012070\_HMH Florida's B.E.S.T. Go Math! Grade 5

BID 459

| 1 |                                                                                                                            |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 |                                                                                                                            |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 3 | Standard Below 3 (if applicable)                                                                                           | Special Topic Concern (If applicable) | Publisher Correction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 4 | <p>MA.5.AR.2.3</p> <p>Determine and explain whether an equation involving any of the four operations is true or false.</p> | n/a                                   | <p>Reviewer 2 stated "many questions focus on determining which property is being used, which is not a clarification in the BEST standard."</p> <p>HMH Response: this standard is not taught in isolation and taught throughout Grade 5 in equations; with properties, without, and in other formats. Examples of usage are 2.1, p.42; 3.3, p.98; 3.5, p. 110; 11.1 p. 379, and 11.2 p.386.</p>                                                                                                                                                              | <p>Lesson 2.1, p. 42<br/> <a href="https://www.hmhco.com_C02_Practice_Multiplic_id=cc0d7d23-05e6-45d">https://www.hmhco.com_C02_Practice_Multiplic_id=cc0d7d23-05e6-45d</a></p> <p>Lesson 3.3, p. 98; Less<br/> <a href="https://www.hmhco.com_C03_Place_Value_and_95a2dd181d23">https://www.hmhco.com_C03_Place_Value_and_95a2dd181d23</a></p> <p>Lesson 11.1, p. 379, 11<br/> <a href="https://www.hmhco.com_C11_Divide_Fractions_97fd4508f5f60">https://www.hmhco.com_C11_Divide_Fractions_97fd4508f5f60</a></p> |
| 5 | <p>MA.5.AR.3.2</p> <p>Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.</p>   | n/a                                   | <p>Reviewer 1 states that instruction is "asking student to write a rule for a given graph."</p> <p>HMH Response: This is an instructional sequence in which students write the ordered pairs to find the rule. This is an example of using standards together and not in isolation (with 5.DP.1.1).</p> <p>Reviewer 2 stated "Most question met the standard except the question in the explore part of Chapter 17 Lesson 2. The pattern does not match the chart."</p> <p>HMH Response: The pattern and the chart match on the acorementioned example.</p> | <p>Lesson 17.2, p.585; Les<br/> <a href="https://www.hmhco.com_C17_Graphs_and_Patt_a7dd422cc62c4">https://www.hmhco.com_C17_Graphs_and_Patt_a7dd422cc62c4</a></p>                                                                                                                                                                                                                                                                                                                                                   |

|   | F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | G                                                                                                                                            | H                                                                                                                                                                                                                                                                                                                                                                                                | I                                                                                                                                                                                   |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                     |
| 2 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                     |
| 3 | <p><a href="#">Link to correction in materials</a></p> <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE<br/>           cation_and_Division_of_Whole_Numbers.pdf?custom_correlation<br/>           ta-atf99-47205a741bd1</p> <p>on 3.5 p. 110</p> <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE<br/>           _Decimals.pdf?custom_correlation_id=4365a37a-c5cb-11ec-9dd9-</p> <p>12, p.386</p> <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE<br/>           pdf?custom_correlation_id=De1c477f-c5cb-11ec-8e6f-</p> | <p>Notes from FL DOE</p> <p>In all examples provided, students have limited opportunities to explain their reasoning for this benchmark.</p> | <p>Updated Publisher Correction</p> <p>In Lesson 12.1, students use the properties to understand whether the expressions on both sides of an equal sign are equivalent making the equation true. In Lesson 12.3, students determine how to show equivalence within an equation using grouping.</p> <p>Lesson 12.1: pp. 415, 416, 417, 418<br/>           Lesson 12.3: pp. 427, 428, 429, 430</p> | <p>Updated Link to Correction in Materials</p> <p><a href="https://hmhco.box.com/s/xvpejktmgejpxxejls15bg40ulvc3to">https://hmhco.box.com/s/xvpejktmgejpxxejls15bg40ulvc3to</a></p> |
| 4 | <p>Lesson 17.3, p.591</p> <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE<br/>           erns.pdf?custom_correlation_id=0b4f9e24-c5cc-11ec-b420-</p>                                                                                                                                                                                                                                                                                                                                                                                         | <p>There is no expectation in either benchmarks provided for students to write/ create a rule.</p>                                           | <p>In Lesson 17.1, Record Inputs and Outputs in a Two-Column Table, students are given a rule, limited to one or two operations using whole numbers and use a two-column table to record the inputs and outputs.</p> <p>Lesson 17.1: p.579, 580, 581, 582, 583</p>                                                                                                                               | <p><a href="https://hmhco.box.com/s/3rox98zqbezqf1r75w5jibpdzbnms4fm">https://hmhco.box.com/s/3rox98zqbezqf1r75w5jibpdzbnms4fm</a></p>                                              |
| 5 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                     |



|   | J                                                                                                                                                                                                 | K                            | L                                       |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-----------------------------------------|
| 1 |                                                                                                                                                                                                   |                              |                                         |
| 2 |                                                                                                                                                                                                   |                              |                                         |
| 3 | 2nd round comments from FLDOE content specialist                                                                                                                                                  | Updated Publisher Correction | Updated Link to Correction in Materials |
| 4 | No reference to the true/false portion of the benchmark. Questions, 8/9/10 on page 429 are merely asking the students to "create" the values using parentheses -referring to order of operations. |                              |                                         |
| 5 | Lesson aligns to benchmark                                                                                                                                                                        |                              |                                         |

|   | M                                                | N                                                                                                                | O |
|---|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---|
| 1 |                                                  | <b>Reviewer Evaluation Scale:</b><br>5- Very Good<br>4- Good<br>3- Fair<br>2- Poor<br>1 - Very Poor/No Alignment |   |
| 2 |                                                  |                                                                                                                  |   |
| 3 | 3rd round comments from FLDOE content specialist |                                                                                                                  |   |
| 4 |                                                  |                                                                                                                  |   |
| 5 |                                                  |                                                                                                                  |   |

| A                                                                                                                                                                                                  | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | D                                                                                                                                                                                                                                                                                                                                                      | E |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <p>MA.5.DP.1.1</p> <p>Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.</p>                                                  | n/a | <p>Reviewer 2 states that the pattern does not match the table in 18.1 Explore, p.631.</p> <p>HMH Response: No table was used in the Explore section.</p> <p>Reviewer 2 also states that fractional measurements of 1/8 are use.</p> <p>HMH Response: All line plots show only halves, thirds or fourths as measures-- calculations within questions may include other fractions.</p>                                                                                                                                                                                                                                                                 | Lesson 18.1, p. 631<br><a href="https://www.jmhco.com/C18_Collect_Represent/11ec-9e8c-67283c000cd">https://www.jmhco.com/C18_Collect_Represent/11ec-9e8c-67283c000cd</a>                                                                                                                                                                               |   |
| <p>MA.5.DP.1.2</p> <p>Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.</p>                                | n/a | <p>While Reviewer 1 rated this benchmark coverage a full 3 points higher, noting that the benchmark coverage includes "instruction on balancing point", Reviewer 2 states "Explanations on how to find mean, mode, and median are aligned; however there is no mention of range."</p> <p>HMH Response: In the content, range is explicitly defined and demonstrated in Lesson18.2, p.635 and Lesson 18.5, p. 655.</p>                                                                                                                                                                                                                                 | Lesson 18.2, p.638; Lesson 18.5, p.655<br><a href="https://www.jmhco.com/C18_Collect_Represent/11ec-9e8c-67283c000cd">https://www.jmhco.com/C18_Collect_Represent/11ec-9e8c-67283c000cd</a>                                                                                                                                                            |   |
| <p>MA.5.FR.2.2</p> <p>Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.</p> | n/a | <p>While Reviewer 1 rated this benchmark coverage a full 3 points higher, noting that coverage includes a "use of models," Reviewer 2 states that mixed numbers were "used in comparative lessons only. Students are directed to simplify answers which is not necessary."</p> <p>HMH Response: Extensive mixed number multiplication is shown in Lesson 9.4, p.357 which is a comparison lesson; comparison is essential to multiplying mixed numbers for estimating products and assessing reasonableness. Also performed with area models in Lesson 13.2, p. 453. Both are examples of not showing the standards in isolation (with 5.GR.2.1).</p> | Lesson 9.4, p. 357<br><a href="https://www.jmhco.com/C09_Add_and_Subtract/7?custom_correlation_id">https://www.jmhco.com/C09_Add_and_Subtract/7?custom_correlation_id</a><br>Lesson 13.2, p.453<br><a href="https://www.jmhco.com/C13_Perimeter_and_Area/11ec-9e8c-67283c000cd">https://www.jmhco.com/C13_Perimeter_and_Area/11ec-9e8c-67283c000cd</a> |   |

| F                                                                                                                                                                                                                                                                                                                                                      | G                                                                                        | H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | I                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE<br/>_and_Interpreter_Data.pdf?custom_correlation_id=1b070d5b-c5cc-<br/>d</p>                                                                                                                                                                                                                | <p>More information needed.</p>                                                          | <p>students collect and represent numerical data, including fractional values with denominators of 1, 2, 3, and 4, and decimal values to hundredths, using tables, line graphs or line plots throughout Chapter 18. Examples for the various types of representations are as followed:<br/><b>Tables:</b> Lesson 18.1, Collect and Organize Data, p. 634 students organize and represent numerical data using tally tables.<br/><b>Line Plots:</b> Lesson 18.2, Represent and Interpret Line Plots, on pages 637 and 639, students organize data and represent decimal values to hundredths on a line plot. On page 639 students organize data and represent fractional values, with denominators of 1, 2, and 4, on a line plot.<br/><b>Line Graphs:</b> Lesson 18.3, Represent and Interpret Line Graphs, students <math>\frac{c}{d}</math> with denominators of 1, 2, and 4, and decimals to the tenths.</p> | <p><a href="https://hmhco.box.com/s/pekdq1xs77ykt7xia7akuxc9gd69m9d">https://hmhco.box.com/s/pekdq1xs77ykt7xia7akuxc9gd69m9d</a></p> |
| <p>esson 18.5, p.655<br/>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE<br/>_and_Interpreter_Data.pdf?custom_correlation_id=1b070d5b-c5cc-<br/>d</p>                                                                                                                                                                                          | <p><b>Lesson aligns</b></p>                                                              | <p>Lesson aligns.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                      |
| <p>8<br/>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE<br/>_Fractions and Mixed Numbers with Unlike Denominators.pdf<br/>=949888d2-c5cb-11ec-89a6-3b73d4108379<br/>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE<br/>_Area of Rectangles with Fractional and Decimal Side Lengths.<br/>id=d7c1d56d-c5cb-11ec-9f6f-d1b8cf3d1d68</p> | <p>Page 357 not provided.<br/><b>Lesson 13.2 aligns with benchmark expectations.</b></p> | <p>Lesson aligns.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                      |

|   |                            |  |  |
|---|----------------------------|--|--|
|   | Lesson aligns to benchmark |  |  |
| J |                            |  |  |
| K |                            |  |  |

|    | A                                                                                                                                                                                                               | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | D                                                                                                                                                        | E |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 9  | <p>MA.5.FR.2.3</p> <p>When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating.</p> | n/a | <p>Reviewer 2 states that "Examples in the text call for completing an operation to figure out the relative comparison. The BEST standards state that students should be able to focus on estimation and assessing the reasonableness of answers."</p> <p>HMH Response: Students learn estimation and assessing the reasonableness of answers by comparing products using the whole number part of the mixed number. In Lessons 10.3 and 10.4, students use models to compare the size of the product to the size of a factor when multiplying fractions. Students then determine that when you find a part of a part, the product will be less than either part. Finally, students understand that when a fraction is multiplied by a number greater than 1, the product will always be greater than the fraction. Building reasoning about the size of a product will help students determine if their solutions are reasonable or help them make reasonable estimates.</p> | Lessons 10.3 and 10.4<br><a href="https://www.hmhco.com/C10_Multiply_Fraction/576f98cf03b5">https://www.hmhco.com/C10_Multiply_Fraction/576f98cf03b5</a> |   |
| 10 | <p>MA.5.GR.1.1</p> <p>Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.</p>  | n/a | <p>Reviewer 1 stated this benchmark coverage 2 points higher, noting "lots of practice with triangles and quadrilaterals."</p> <p>Reviewer 2, on the other hand, states that "Examples classify more than what is necessary. Addresses various polygons not addressed in the BEST standards."</p> <p>HMH Response: Polygons shown are review material, and are also used in 3D prisms; such as the right pentagonal prism on p.491.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Lesson 14.4, p. 491<br><a href="https://www.hmhco.com/C10_Multiply_Fraction/576f98cf03b5">https://www.hmhco.com/C10_Multiply_Fraction/576f98cf03b5</a>   |   |

| F                                                                                                                   | G                                                              | H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | I                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SEns.pdf?custom_correlation_id=a541362b-c5cb-11ec-866f-</p> | <p><b>Lesson aligns with benchmark expectations.</b></p>       | <p>Lesson aligns.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                        |
| <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SEns.pdf?custom_correlation_id=a541362b-c5cb-11ec-866f-</p> | <p>Link and information provided do not address benchmark.</p> | <p>In Lesson 14.1, twenty and Classify Two-Dimensional Figures, students classify triangles as scalene, isosceles, equilateral, acute, obtuse and right by sides and angles. This lesson also includes the classification of quadrilaterals by defining attributes, including parallelograms, rhombi, rectangles, squares and trapezoids. Problem 12 on p. 476 and Problem 6 on p.477 have students use diagrams to show why quadrilaterals belong or do not belong to a category. In Lesson 14.2, Classify Triangles, students continue to classify as scalene, isosceles, equilateral, acute, obtuse and right triangles. Students explain why an equilateral triangle is also a regular polygon on p. 479 and explain why they cannot draw a right equilateral triangle on p. 480. Problem 6 on p. 481 has students identifying and explaining which triangle does not belong. In, Lesson 14.3, Classify Quadrilaterals, students use attributes to classify and compare parallelograms, rhombi, rectangles, squares, and trapezoids. Students explain how trapezoids and parallelograms are different on p. 485. They use a</p> | <p><a href="https://hmhco.box.com/s/ufj102znmw992ds0qd2wnu5qfvg9puca">https://hmhco.box.com/s/ufj102znmw992ds0qd2wnu5qfvg9puca</a></p> |
| 10                                                                                                                  |                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                        |

|    |   |                            |  |  |  |  |  |             |
|----|---|----------------------------|--|--|--|--|--|-------------|
| 10 | 9 | Lesson aligns to benchmark |  |  |  |  |  | J<br>K<br>L |
|----|---|----------------------------|--|--|--|--|--|-------------|



|    | A                                                                                                                                                                                                                                           | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | D                                                                                                                                                                                                                                                                                                                          | E |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 11 | <p>MA.5.GR.1.2<br/>Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.</p> | n/a | <p>Reviewer 1 rated this benchmark coverage a full 3 points higher at a 5, noting that there is "adequate coverage of 3-d figures."<br/><br/>Reviewer 2 states "Extraneous material in lesson. Examples should be limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres."<br/><br/>HMH Response: Pentagonal prism with equal sides and angles that are shown are right prisms, which are included in the benchmarks. p. 491.</p>                                                           | Lesson 14.4, p. 491<br><a href="https://www.hmhco.com/C10_Multiply_Fraction_576f98cf03b5">https://www.hmhco.com/C10_Multiply_Fraction_576f98cf03b5</a>                                                                                                                                                                     |   |
| 12 | <p>MA.5.GR.2.1<br/>Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.</p>                                                                                                 | n/a | <p>Reviewer 1 states "Chapter 10, Lesson 5 is not in 5th grade standards; perhaps middle school?"<br/><br/>HMH Response: This shows benchmarks NOT taught in isolation and is an example of a problem-solving lessons that demonstrates how to solve benchmarks 5.FR.2.2 and 5.FR.2.3. Examples of fractional and decimal side lengths in Lessons 13.1, p.447-450 and 13.2, p.453-456<br/><br/>Reviewer 2 rated this benchmark coverage 2 points higher with a 4, noting "Questions cover both fractional and decimal side lengths."</p> | Lesson 10.5, p.363<br><a href="https://www.hmhco.com/C10_Multiply_Fraction_576f98cf03b5">https://www.hmhco.com/C10_Multiply_Fraction_576f98cf03b5</a><br><br>Lesson 13.1, pp. 447-450<br><a href="https://www.hmhco.com/C13_Perimeter_and_Area_576f98cf03b5">https://www.hmhco.com/C13_Perimeter_and_Area_576f98cf03b5</a> |   |

| F                                                                                                                                                                                                                                                                                                                      | G                                                                                                                                                                                                                                                 | H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | I                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <p>11</p> <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE ns.pdf?custom_correlation_id=a541362b-c5cb-11ec-866f-</p>                                                                                                                                                                                         | <p>Link and information provided do not address benchmark.</p>                                                                                                                                                                                    | <p>All figures within Lesson 14.4, Identify and Classify Three-Dimensional Figures, are categorized as either right pyramids, right prisms, right circular cylinders, right circular cones, or spheres. Students identify, describe, and classify figures based on their defining attributes including the number and shape of faces, number and shape of bases, whether or not there is an apex, curved or straight edges and curved or flat faces.</p> <p>Lesson 14.4 p.491, 492, 493, 494, 495, 496</p>                                                                                                                                                                                                                                                                                                                      | <p><a href="https://nhhco.box.com/s/iak3hksvnuq879nuqzdl1uxr92mrhki">https://nhhco.box.com/s/iak3hksvnuq879nuqzdl1uxr92mrhki</a></p>   |
| <p>12</p> <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE ns.pdf?custom_correlation_id=a541362b-c5cb-11ec-866f-50; Lesson 13.2, pp. 453-456 /content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE rea_of_Rectangles_with_Fractional_and_Decimal_Side_Lengths. id=d7c1d56d-c5cb-11ec-9f6f-d1b8cf3d1d68</p> | <p>Lesson 10.5 does not align with the expectation of the benchmark (M.A.5.FR.2.3 "When multiplying a number by a fraction, this lesson is asking students to determine the number). Lessons 13.1 and 13.2 align with benchmark expectations.</p> | <p>Students use formulas to find the perimeter and area of figures with decimal side lengths in Lesson 13.1, and provide the measurements with appropriate units in word form. Students provide the Students also use tiling of a rectangle with fractional lengths to find the area on p.448. Students use formulas to find the perimeter and area of figures with fractional side lengths in Lesson 13.2, and provide the measurements with appropriate units in word form. Students also use tiling of a rectangle with fractional lengths to find the area on p.454. In Lesson 13.3, students use multiplication and unit tiles and grids to find the area of a rectangle with fractional sides.</p> <p>Lesson 13.1, p. 447, 448, 449, 450<br/>Lesson 13.2, p.453, 454, 455, 456<br/>Lesson 13.3, p. 459, 460, 461, 462</p> | <p><a href="https://nhhco.box.com/s/7ccfh6pvc4sp09zxoif4cqcza6f3vs8h">https://nhhco.box.com/s/7ccfh6pvc4sp09zxoif4cqcza6f3vs8h</a></p> |

|    | J                                              | K |  |
|----|------------------------------------------------|---|--|
| 11 | Benchmark vocabulary not referenced in lesson. |   |  |
| 12 | Lessons provided aligns to benchmark           |   |  |

| A                                                                                                                                                                                     | B   | C                                                                                                                                                                                                                                                                                                                                                                        | D                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | E |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <p>MA.5.GR.4.1<br/>Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.</p>                             | n/a | <p>Reviewer 1 states that in Lesson 17.3, p.591, students write the ordered pairs to find the rule.<br/>HMH Response: This is also an example of using standards together and not in isolation. (with 5.GR.4.1 and 5.GR.4.2)<br/>Reviewer 2 rated this benchmark coverage 2 points higher with a 4, notes "Materials fairly instruct how to plot and label points ."</p> | Lesson 17.3 p. 591<br><a href="https://www.jmhco.com/C17_Graphs_and_Pat_a7d422cc62c4">https://www.jmhco.com/C17_Graphs_and_Pat_a7d422cc62c4</a>                                                                                                                                                                                                                                                                                                                              |   |
| <p>MA.5.M.1.1<br/>Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.</p>                | n/a | <p>Reviewer 2 states: Conversion included length, volume, and capacity; however, there were no time conversion present."<br/>HMH Response: One simple time conversions is included in 16.3, p.563, but this absence was noted in the errata process and will be corrected on the next printing.</p>                                                                      | Lesson 16.3. p.563<br><a href="https://www.jmhco.com/C16_Convert_Units_of_af64af7b386ad2">https://www.jmhco.com/C16_Convert_Units_of_af64af7b386ad2</a>                                                                                                                                                                                                                                                                                                                      |   |
| <p>MA.5.NSO.1.1<br/>Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.</p> | n/a | <p>Reviewer 1 stated that there is "not enough attention to this standard, only addressed in one lesson."<br/>HMH Response: More examples exist with other standards, as shown in Lesson 3.1, p. 83, Lesson 5.1, p. 149 and Lesson 7.1 p. 219</p>                                                                                                                        | Lesson 3.1, p. 83<br><a href="https://www.jmhco.com/C03_Place_Value_and_95a2dd181d23">https://www.jmhco.com/C03_Place_Value_and_95a2dd181d23</a><br>Lesson 5.1, p.149<br><a href="https://www.jmhco.com/C05_Multiply_Decimal_c5cb-11ec-b70b-714ac8">https://www.jmhco.com/C05_Multiply_Decimal_c5cb-11ec-b70b-714ac8</a><br>Lesson 7.1, p.219<br><a href="https://www.jmhco.com/C07_Divide_Decimal_d7c7d6dd61c1d">https://www.jmhco.com/C07_Divide_Decimal_d7c7d6dd61c1d</a> |   |

|    | F                                                                                                                      | G                                                                                                               | H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | I                                                                                                                                   |
|----|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 13 | /content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_errs.pdf?custom_correlation_id=0b4f9e24-c5cb-11ec-b420-        | It is not the expectation of the benchmarks identified for students to write a rule to describe a relationship. | Lesson 17.3 focuses on the connection of the number line to the x-axis and y-axis and the first number in the ordered pair as the input and the second number as the output. In Lesson 17.4, Students extend their knowledge of rules and patterns acquired in earlier lessons correlating to 5.AR.3.1 and 5.AR.3.2 to plot and label whole-number ordered pairs in the first quadrant of the coordinate plane on pages 597, 598, 599, and 601. Problem 8 on p.600 and Problem 5, on p.602 have students using two-column tables to identify coordinates for a coordinate plane. Lesson 17.5, focuses on identifying whole-number ordered pairs and plotting points with connection of the number line to the x-axis and y-axis. Students use their understanding of inputs and outputs to explain why an ordered pair is incorrect in Problem 28 on p. 606. In Lesson 17.6, students use a two-column table to organize data collected in an experiment and then display the data on a coordinate plane. Students write and plot the points for each ordered pair. | <a href="https://nhhco.box.com/s/2afcepb74ujul9n2rq3dlia46vc09">https://nhhco.box.com/s/2afcepb74ujul9n2rq3dlia46vc09</a>           |
| 14 | /content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_Decimals.pdf?custom_correlation_id=4365a37a-c5cb-11ec-9dd9-    |                                                                                                                 | Lesson 17.3, pp. 563, 564, 565, 566<br>In Lesson 16.3 there are many examples of conversions within a single system, including length, volume, capacity, and time.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <a href="https://nhhco.box.com/s/kcet5cuw62v2q8fotquusdljm2vtum7jgw">https://nhhco.box.com/s/kcet5cuw62v2q8fotquusdljm2vtum7jgw</a> |
| 15 | /content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_Is_and_Whole_Numbers.pdf?custom_correlation_id=5f08119e-9a7a19 | Examples provided align to benchmark expectations.                                                              | Lesson aligns.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                     |
|    | /content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE.pdf?custom_correlation_id=775f4cf2-c5cb-11ec-b70b-             |                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                     |

|    | J                                                                                                                                                         | K | L |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 13 | Lesson 17.3 still asks students to write a rule which is not an expectation in either of the identified benchmarks. All other lessons align to benchmark. |   |   |
| 14 | Lesson aligns to benchmark                                                                                                                                |   |   |
| 15 |                                                                                                                                                           |   |   |

|    | A                                                                                                                                                                                                                                                                         | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                            | D                                                                                                                                                                                                                                                                                                                                                                        | E |
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| 16 | <p>MA.5.NSO.1.2</p> <p>Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.</p>                                                                                                                          | n/a | <p>While Reviewer 2 rated this benchmark coverage 2 points higher, giving it a 4, noting "Materials address the standard fully."</p> <p>HMH Response: There is limited items on using expanded notation," Reviewer 1 stated, "only one lesson for a concept that requires more attention." However, there are further examples in Lessons 3.1, 3.2, and 3.3 of using multiple forms of numbers.</p>                                                          | <p>Lessons 3.1, 3.2, and 3</p> <p><a href="https://www.hmhco.com_C03_Practice_Value_and_95a2dd181d23">https://www.hmhco.com_C03_Practice_Value_and_95a2dd181d23</a></p>                                                                                                                                                                                                  |   |
| 17 | <p>MA.5.NSO.1.3</p> <p>Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations.</p> | n/a | <p>While Reviewer 2 rated this benchmark coverage 3 full points higher with a 5, stating "Materials addressed the standard fully with multiple ways to depict composition and decomposition," Reviewer 1 stated that there is not enough content to support this concept."</p> <p>HMH Response: Decimal composition and decomposition are covered in Lesson 3.2 and 3.3 with models, by drawing, in place value tables, and by relating it to fractions.</p> | <p>Lesson 3.1, 83-88; Less</p> <p><a href="https://www.hmhco.com_C03_Practice_Value_and_95a2dd181d23">https://www.hmhco.com_C03_Practice_Value_and_95a2dd181d23</a></p>                                                                                                                                                                                                  |   |
| 18 | <p>MA.5.NSO.1.5</p> <p>Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.</p>                                                                                                                                    | n/a | <p>Reviewer 2 stated that "Instruction does meet the standard."</p> <p>HMH Response: This benchmark is completely covered in Lesson 3.5, p.107 and there is no expectation in the benchmark or clarifications that number lines should be used</p>                                                                                                                                                                                                           | <p>Lesson 3.5, p.107</p> <p><a href="https://www.hmhco.com_C03_Practice_Value_and_95a2dd181d23">https://www.hmhco.com_C03_Practice_Value_and_95a2dd181d23</a></p>                                                                                                                                                                                                        |   |
| 19 | <p>MA.5.NSO.2.1</p> <p>Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.</p>                                                                                                                                               | n/a | <p>Reviewer 1 states, "Instruction does not include practice of various algorithms".</p> <p>HMH Response: Lesson 1.1 covers this standard completely as there is not a need to have various algorithms according to the benchmark. That being said, Lessons 2.5 and 2.6 bar models are used as an instructional method as well.</p>                                                                                                                          | <p>Lesson 1.1, p.7</p> <p><a href="https://www.hmhco.com_C01_Understand_Multitition_id=1fe07103-1f9b-">https://www.hmhco.com_C01_Understand_Multitition_id=1fe07103-1f9b-</a></p> <p>Lessons 2.5 and 2.6, p</p> <p><a href="https://www.hmhco.com_C02_Practice_Multiplic_id=cc0d7d23-05e6-45d">https://www.hmhco.com_C02_Practice_Multiplic_id=cc0d7d23-05e6-45d</a></p> |   |

|                                                                                                                                                                                                                                                                                                                                                                                                    | F                                                                                                                                                                                                                                                               | G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | H                                                                                                                                      | I |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---|
| <p>3.pp.83-100, pp.95-100<br/> <a href="#">/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_Decimals.pdf?custom_correlation_id=4365a37a-c5cb-11ec-9dd9-</a></p>                                                                                                                                                                                                                             | <p>There is limited evidence of multi-digit numbers extending beyond the ones place.</p>                                                                                                                                                                        | <p>Students revisit 5.NSO.1.2 in Lesson 5.4 when they demonstrate understanding of expanded form and place value of decimals by multiply a multi-digit decimal and a whole number using expanded form.<br/> Lesson 5.4, p.167, 168, 169, 170, 171</p>                                                                                                                                                                                                                              | <p><a href="https://hmhco.box.com/s/6duhvnlA5xhbcc09ymg8z7gaddqlux9k">https://hmhco.box.com/s/6duhvnlA5xhbcc09ymg8z7gaddqlux9k</a></p> |   |
| <p>son 3.2, pp. 89-94; Lesson 3.3, pp.95-100<br/> <a href="#">/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_Decimals.pdf?custom_correlation_id=4365a37a-c5cb-11ec-9dd9-</a></p>                                                                                                                                                                                                          | <p>There are examples that show that the lessons meet benchmark expectations.</p>                                                                                                                                                                               | <p>Lesson aligns.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                        |   |
| <p><a href="#">/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_Decimals.pdf?custom_correlation_id=4365a37a-c5cb-11ec-9dd9-</a></p>                                                                                                                                                                                                                                                         | <p>Lesson aligns to benchmark expectation.</p>                                                                                                                                                                                                                  | <p>Lesson aligns.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                        |   |
| <p><a href="#">/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_Application_and_Division_of_Whole_Numbers.pdf?custom_correlation_id=489f-a081-b9354060d528</a><br/> <p>489f-a081-b9354060d528<br/> p.63-74<br/> <a href="#">/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_Application_and_Division_of_Whole_Numbers.pdf?custom_correlation_id=489f-a081-b9354060d528</a></p> </p> | <p>Although there is no need for a students to have various algorithms, however the expectation to expose students to various algorithms so that they can determine which method they prefer to use. Evidence provided does not met benchmark expectations.</p> | <p>Students have multiplied multi-digit numbers in Grade 4, so in Lesson 1.1, students extend and apply that knowledge. Students estimate and then find the product of multi-digit whole numbers. Problems 3–33 do not specify that students must use a standard algorithm to find the product. Students have learned various methods in previous grades and can apply the method of choice while multiplying multi-digit numbers in Grade 5.<br/> Lesson 1.1, p.9, 10, 11, 12</p> | <p><a href="https://hmhco.box.com/s/lie67y3msqphca5iyu,ic9ovw2e1h54j">https://hmhco.box.com/s/lie67y3msqphca5iyu,ic9ovw2e1h54j</a></p> |   |



|    | J                                                                                                                                                                                                                                                                                     | K | L |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 16 | Different lesson presented this round- information provided does not address benchmark                                                                                                                                                                                                |   |   |
| 17 |                                                                                                                                                                                                                                                                                       |   |   |
| 18 |                                                                                                                                                                                                                                                                                       |   |   |
| 19 | With students only being shown partial products it can be seen that that is the strategy to be used for the entire lesson. If students are not required to use a particular method that should be stated. Student 4th grade instruction and retention of content may not be the same. |   |   |

|    | A                                                                                                                                                                                           | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | D                                                                                                                                                                                                                                                                                                                                                                           | E |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 20 | <p>MA.5.NSO.2.2<br/>Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.</p> | n/a | <p>While Reviewer 1 rated this benchmark coverage 3 points higher with a 5, and noted "Multiple representations used," Reviewer 2 stated that "good use of partial quotient initially then it leans into long division standard algorithm for the rest of the division practice."</p> <p>HMH Response: Other methods are used, such as quick pictures in Lesson 1.2, partial quotients in Lesson 1.3, the standard algorithm in Lesson 2.1, interpreting remainders and writing them as fractions in Lesson 2.2, and adjust quotients in Lesson 2.3.</p> | <p>Lesson 1.1<br/><a href="https://www.hmhco.com/_C01_Understand_Multiplication_id=1fe07103-1f9b">https://www.hmhco.com/_C01_Understand_Multiplication_id=1fe07103-1f9b</a></p> <p>Lesson 2.5 and 2.6<br/><a href="https://www.hmhco.com/_C02_Practice_Multiplication_id=ec0d7d23-05e6-456">https://www.hmhco.com/_C02_Practice_Multiplication_id=ec0d7d23-05e6-456</a></p> |   |
| 21 |                                                                                                                                                                                             |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                             |   |

|    | F                                                                                                                                                                                                                                                                                                                   | G                                                           | H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | I                                                                                                                                  |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| 20 | <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE<br/> application_and_Division_of_Whole_Numbers.pdf?custom_correla<br/> 489f-a081-b9354060d528</p> <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE<br/> cation_and_Division_of_Whole_Numbers.pdf?custom_correlat<br/> da-af99-47205a741bd1</p> | <p>No evidence of representing remainders as fractions.</p> | <p>Students represent remainders as fractions, not in simplest form, for all problems with remainders throughout the following lessons. In Lesson 1.3, Partial Quotients, students divide multi-digit whole numbers by 2-digit divisors using partial quotients. In Lesson 2.1, Divide by 2-Digit Divisors, divide multi-digit whole numbers by 2-digit divisors using standard algorithm. In Lesson 2.2, Interpret the Remainder, students represent the remainder as a fraction and interpret the remainder based on the problem situation. Lesson 2.3, Adjust Quotients, students estimate quotients for division of multi-digit whole numbers by 2-digit divisors using standard algorithm.</p> <p>Lesson 1.3, p.19, 20, 21, 22<br/> Lesson 2.1, p.39, 40, 41, 42<br/> Lesson 2.2, p.45, 47, 48, 49<br/> Lesson 2.3, p.51, 52, 53, 55</p> | <p><a href="https://hmhco.box.com/s/7wge0xbnmqobbj8im4jor172e09xio">https://hmhco.box.com/s/7wge0xbnmqobbj8im4jor172e09xio</a></p> |
| 21 |                                                                                                                                                                                                                                                                                                                     |                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                    |

|                            |   |   |  |
|----------------------------|---|---|--|
|                            | J | K |  |
| Lesson aligns to benchmark |   |   |  |
| 20                         |   |   |  |
| 21                         |   |   |  |

**From:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>  
**Sent:** Tuesday, April 26, 2022 12:01 PM EDT  
**To:** Taylor, Lataviance L; Baumbach, Amber  
**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; Jacobson, Lisa; Drew Parker  
**Subject:** RE: HMM initial appeal call  
**Attachment(s):** "Publisher Appeal Template.xlsx", "image002.png", "image003.png"

Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>  
**Sent:** Monday, April 25, 2022 9:53 AM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Drew Parker <dparker@radeylaw.com>  
**Subject:** RE: HMM initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** HMM initial appeal call

This message originated from outside your organization

Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMM has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

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Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](https://inroomlink.goto.com)

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

|   | A                                   | B                                        | C                    | D | E                               | F | G | H | I | J |
|---|-------------------------------------|------------------------------------------|----------------------|---|---------------------------------|---|---|---|---|---|
| 1 | COURSE _____                        |                                          |                      |   |                                 |   |   |   |   |   |
| 2 | BID _____                           |                                          |                      |   |                                 |   |   |   |   |   |
| 3 | Standard Below 3<br>(if applicable) | Special Topic Concern<br>(If applicable) | Publisher Correction |   | Link to correction in materials |   |   |   |   |   |
| 4 |                                     |                                          |                      |   |                                 |   |   |   |   |   |
| 5 |                                     |                                          |                      |   |                                 |   |   |   |   |   |
| 6 |                                     |                                          |                      |   |                                 |   |   |   |   |   |
| 7 |                                     |                                          |                      |   |                                 |   |   |   |   |   |
| 8 |                                     |                                          |                      |   |                                 |   |   |   |   |   |

**From:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>  
**Sent:** Tuesday, May 17, 2022 11:41 AM EDT  
**To:** Baumbach, Amber; Jacobson, Lisa  
**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; Drew Parker  
**Subject:** RE: HMH initial appeal call

**Attachment(s):**  
"image002.png", "image003.png", "image004.jpg", "image005.jpg", "image006.jpg", "image007.png", "image008.jpg", "image009.png"

Hi Amber - I will forward tis to the team and get back to you as soon as possible.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Sent:** Tuesday, May 17, 2022 11:29 AM  
**To:** Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>  
**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>  
**Subject:** RE: HMH initial appeal call

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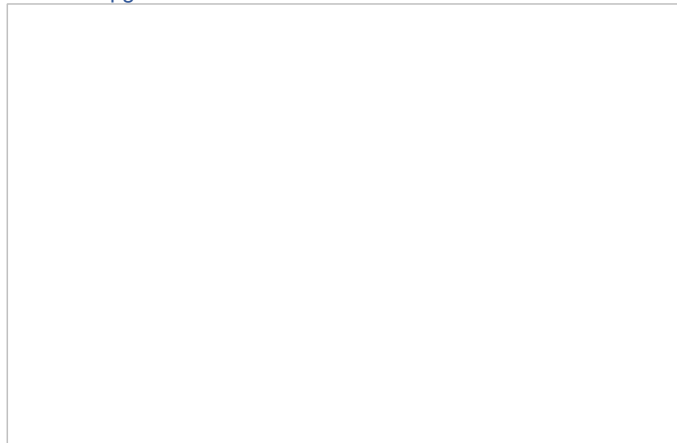
Hi Lisa,

Grade 5 has been approved by our content specialist J

In Grade 1, the clarification of MA.1.M.2.2 states, "Clarification 1: Instruction includes the recognition of both sides of a coin."

Would it be possible to place the back side (or "tails") of a quarter next to the existing quarter here to satisfy that clarification?

This is on pg. 414.



Once we have this standard cleared we are good to route grades 1 and 5 for approval.

Thank you,  
Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature



---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Friday, May 13, 2022 4:18 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

Hello Amber! Pardon my delay in responding, but both Tavi and I were out of the office today, but in checking my email this afternoon, I saw yours. Thank you, thank you!

Attached are the final changes/responses for Grades 1 and 5. If you need anything further from us, please don't hesitate to let us know

Thank you again, and have a wonderful weekend!

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, May 13, 2022 2:51 PM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

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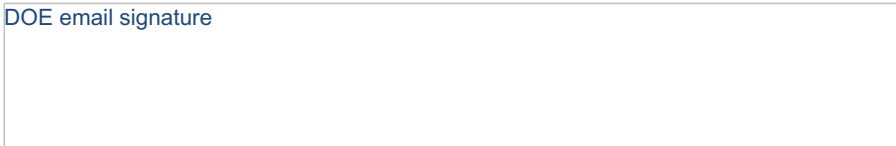
Hi Lisa and Tavi,

We are happy to report that HMMs K-5 series, 6 accelerated, and the two pre-calculus bids are now on the adoption list! We look forward to seeing your final and approved updates for the pending standards in the K-5 series. It's been a pleasure working with you throughout the appeal process.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature



---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Thursday, May 12, 2022 10:34 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

Thank you Amber, I'll forward this information to our team.

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Thursday, May 12, 2022 10:32 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

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Hi all,

Content specialists have reviewed your submissions and we've scheduled a call for this afternoon at 1:00 PM to discuss. Please note that we are only addressing standards in grade 1 and grade 5. Standards for grade 6 accelerated have been fully approved. I've attached the spreadsheet with the most recent comments. Anything marked in green is approved and no further action is needed. Anything marked in red needs further discussion/edits.

Please see below for the link to the meeting invite.

HMH - Appeal call  
Thu, May 12, 2022 1:00 PM - 1:30 PM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**  
<https://meet.goto.com/305173301>

**You can also dial in using your phone.**  
United States (Toll Free): [1 877 309 2073](tel:18773092073)  
United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 305-173-301

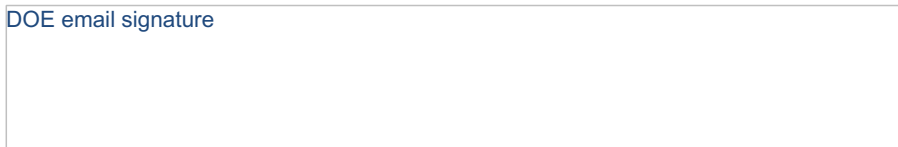
**Join from a video-conferencing room or system.**  
Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](http://inroomlink.goto.com)  
Meeting ID: 305 173 301  
Or dial directly: [305173301@67.217.95.2](tel:305173301@67.217.95.2) or [67.217.95.2##305173301](tel:67.217.95.2##305173301)

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Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature



---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Tuesday, May 10, 2022 3:47 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia

<[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMM initial appeal call

Amber - Thank you. I will advise the team.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hmhco.com](http://hmhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Sent:** Tuesday, May 10, 2022 3:42 PM

**To:** Taylor, Lataviance L <[Lataviance.Taylor@hmhco.com](mailto:Lataviance.Taylor@hmhco.com)>; Jacobson, Lisa <[Lisa.Jacobson@hmhco.com](mailto:Lisa.Jacobson@hmhco.com)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMM initial appeal call

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Hi Tavi,

Please make the changes in your digital platform. Once we can see that they've been made we can seek leadership approval.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hmhco.com](mailto:Lataviance.Taylor@hmhco.com)>

**Sent:** Monday, May 9, 2022 4:41 PM

**To:** Jacobson, Lisa <[Lisa.Jacobson@hmhco.com](mailto:Lisa.Jacobson@hmhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMM initial appeal call

Hi Amber,

Our submission to DOE included .pdfs of the changes we intended to make to address the issues related to inclusion of special topics. We believed that we would hear from DOE first, and then we would make the changes. If DOE desires for us to make the changes first, please let us know, and we will immediately make the changes on our digital content platform. Just let us know.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Monday, May 9, 2022 3:41 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Hi Amber, thank you for reaching out. We will look into this and respond shortly.

Best,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



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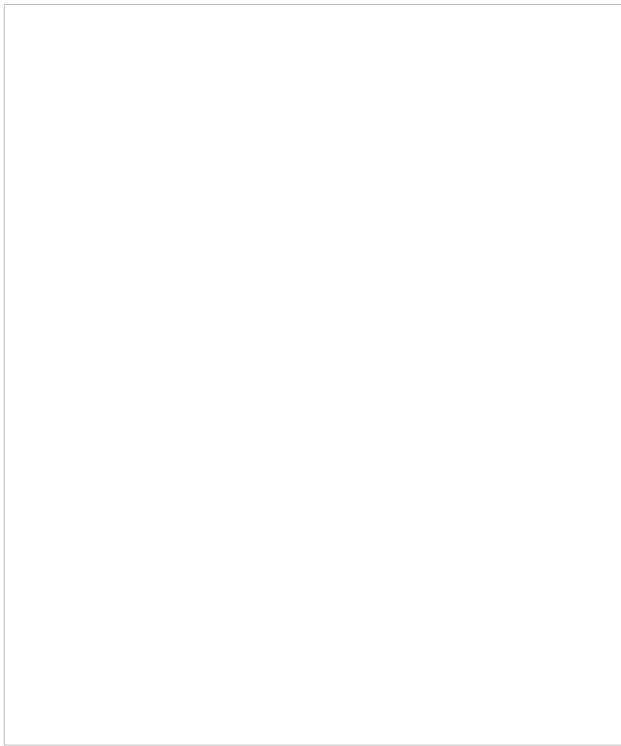
**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, May 9, 2022 3:40 PM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

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Hi Lisa,

I'm looking at the special topics concerns that reviewers have noted. I see on the link on the spreadsheet that these sections have been marked up for removal. However, when I look at the section on your digital platform, the section marked for removal is still there. Do you know when these will be removed from your digital platform?  
For example, for Kindergarten, this is what I see in the materials (the green box is marked for removal on the spreadsheet):



Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature



---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Thursday, April 28, 2022 9:52 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radevlaw.com](mailto:dparker@radevlaw.com)>  
**Subject:** RE: HMH initial appeal call

Dear Lauren,

Thank you for providing us with appeal template. On behalf of HMH, I am sending you the completed Appeal files for the following:

HMH Florida's B.E.S.T. Go Math! Grade K  
HMH Florida's B.E.S.T. Go Math! Grade 1  
HMH Florida's B.E.S.T. Go Math! Grade 2  
HMH Florida's B.E.S.T. Go Math! Grade 5  
HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**

<https://www.hnhco.com/ui/login/?connection=91005680>

**State:** EVALUATOR

**District:** FL K-12 Math Review-91005680

**Teacher Username:** FL-DemoTeacher1

**Teacher Password:** TheBEST1!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Tuesday, April 26, 2022 12:01 PM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelina.Rivers1@fldoe.org](mailto:Angelina.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

**This message originated from outside your organization**

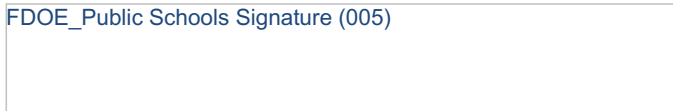
Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)



---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, April 25, 2022 9:53 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelina.Rivers1@fldoe.org](mailto:Angelina.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** HMH initial appeal call

This message originated from outside your organization

---

Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**  
<https://meet.goto.com/547145269>

**You can also dial in using your phone.**  
United States (Toll Free): [1 877 309 2073](tel:18773092073)  
United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 547-145-269

**Join from a video-conferencing room or system.**  
Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](http://inroomlink.goto.com)  
Meeting ID: 547 145 269  
Or dial directly: [547145269@67.217.95.2](tel:547145269@67217952) or [67.217.95.2##547145269](tel:67217952##547145269)

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

**Sent:** Friday, May 13, 2022 2:48 PM EDT  
**To:** Jacobson, Lisa; Taylor, Lataviance L  
**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; Drew Parker  
**Subject:** RE: HMH initial appeal call

**Attachment(s):**

"image001.png", "image002.jpg", "image004.jpg", "image009.png", "image011.jpg", "image013.png", "image005.jpg", "image006.jpg", "image007.png", "image014.jpg"

Hi Lisa and Tavi,

We are happy to report that HMHs K-5 series, 6 accelerated, and the two pre-calculus bids are now on the adoption list! It's been a pleasure working with you throughout the appeal process.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Jacobson, Lisa <Lisa.Jacobson@hnhco.com>  
**Sent:** Thursday, May 12, 2022 10:34 AM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>  
**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>  
**Subject:** RE: HMH initial appeal call

Thank you Amber, I'll forward this information to our team.

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
hnhco.com

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Sent:** Thursday, May 12, 2022 10:32 AM  
**To:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>  
**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>  
**Subject:** RE: HMH initial appeal call

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Hi all,

Content specialists have reviewed your submissions and we've scheduled a call for this afternoon at 1:00 PM to discuss. Please note that we are only addressing standards in grade 1 and grade 5. Standards for grade 6 accelerated have been fully approved. I've attached the spreadsheet with the most recent comments. Anything marked in green is approved and no further action is needed. Anything marked in red needs further discussion/edits.

Please see below for the link to the meeting invite.

HMH - Appeal call  
Thu, May 12, 2022 1:00 PM - 1:30 PM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**  
<https://meet.goto.com/305173301>

**You can also dial in using your phone.**  
United States (Toll Free): [1 877 309 2073](tel:18773092073)  
United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 305-173-301

**Join from a video-conferencing room or system.**  
Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](https://inroomlink.goto.com)  
Meeting ID: 305 173 301  
Or dial directly: [305173301@67.217.95.2](tel:305173301@67217952) or [67.217.95.2##305173301](tel:67217952##305173301)

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Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist



Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Tuesday, May 10, 2022 3:47 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Amber - Thank you. I will advise the team.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Tuesday, May 10, 2022 3:42 PM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

**This message originated from outside your organization**

Hi Tavi,

Please make the changes in your digital platform. Once we can see that they've been made we can seek leadership approval.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, May 9, 2022 4:41 PM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Hi Amber,

Our submission to DOE included .pdfs of the changes we intended to make to address the issues related to inclusion of special topics. We believed that we would hear from DOE first, and then we would make the changes. If DOE desires for us to make the changes first, please let us know, and we will immediately make the changes on our digital content platform. Just let us know.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Monday, May 9, 2022 3:41 PM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

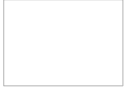
Hi Amber, thank you for reaching out. We will look into this and respond shortly.

Best,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, May 9, 2022 3:40 PM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

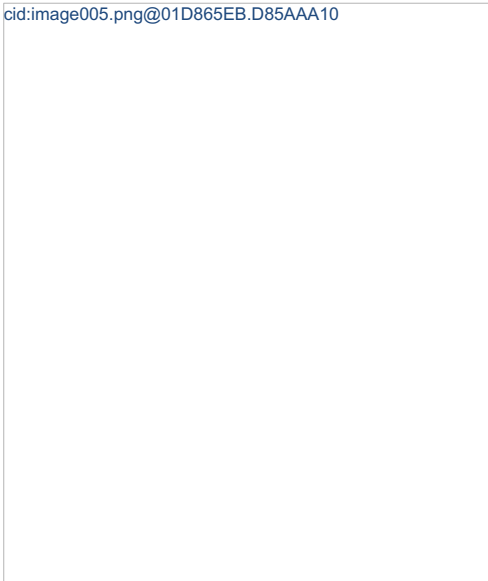
**This message originated from outside your organization**

Hi Lisa,

I'm looking at the special topics concerns that reviewers have noted. I see on the link on the spreadsheet that these sections have been marked up for removal. However, when I look at the section on your digital platform, the section marked for removal is still there. Do you know when these will be removed from your digital platform?

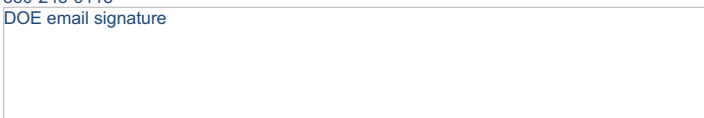
For example, for Kindergarten, this is what I see in the materials (the green box is marked for removal on the spreadsheet):

cid:image005.png@01D865EB.D85AAA10



Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature



---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Thursday, April 28, 2022 9:52 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

Dear Lauren,

Thank you for providing us with appeal template. On behalf of HMH, I am sending you the completed Appeal files for the following:

HMH Florida's B.E.S.T. Go Math! Grade K  
HMH Florida's B.E.S.T. Go Math! Grade 1  
HMH Florida's B.E.S.T. Go Math! Grade 2  
HMH Florida's B.E.S.T. Go Math! Grade 5  
HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**

<https://www.hmhco.com/ui/login/?connection=91005680>

**State:** EVALUATOR

**District:** FL K-12 Math Review-91005680

**Teacher Username:** FL-DemoTeacher1

**Teacher Password:** TheBEST!!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hmhco.com](mailto:lisa.jacobson@hmhco.com)  
[hmhco.com](http://hmhco.com)



---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Tuesday, April 26, 2022 12:01 PM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hmhco.com](mailto:Lataviance.Taylor@hmhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hmhco.com](mailto:Lisa.Jacobson@hmhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

This message originated from outside your organization

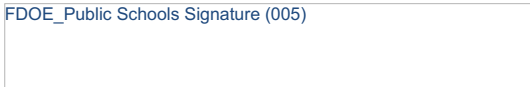
Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)



---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hmhco.com](mailto:Lataviance.Taylor@hmhco.com)>  
**Sent:** Monday, April 25, 2022 9:53 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hmhco.com](mailto:Lisa.Jacobson@hmhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** HMM initial appeal call

This message originated from outside your organization

Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMM has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMM - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**  
<https://meet.goto.com/547145269>

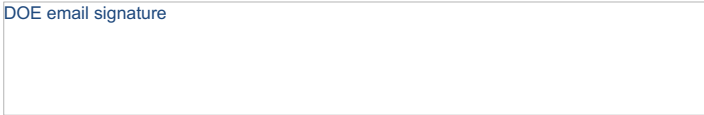
**You can also dial in using your phone.**  
United States (Toll Free): [1 877 309 2073](tel:18773092073)  
United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 547-145-269

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Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](https://inroomlink.goto.com)  
Meeting ID: 547 145 269  
Or dial directly: [547145269@67.217.95.2](mailto:547145269@67.217.95.2) or [67.217.95.2##547145269](tel:67217952547145269)

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature



**From:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>  
**Sent:** Friday, April 29, 2022 7:34 AM EDT  
**To:** Jacobson, Lisa; Taylor, Lataviance L; Baumbach, Amber  
**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; Drew Parker  
**Subject:** RE: HMH initial appeal call  
**Attachment(s):** "image002.png", "image005.png", "image001.jpg"

Thanks, Lisa. We will send all documents for review and reach out with next steps soon.

Please let me know if there's anything we can do to assist.

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Jacobson, Lisa <Lisa.Jacobson@hnhco.com>  
**Sent:** Thursday, April 28, 2022 9:52 PM  
**To:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>  
**Subject:** RE: HMH initial appeal call

Dear Lauren,  
Thank you for providing us with appeal template. On behalf of HMH, I am sending you the completed Appeal files for the following:

HMH Florida's B.E.S.T. Go Math! Grade K  
HMH Florida's B.E.S.T. Go Math! Grade 1  
HMH Florida's B.E.S.T. Go Math! Grade 2  
HMH Florida's B.E.S.T. Go Math! Grade 5  
HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**

<https://www.hnhco.com/ui/login/?connection=91005680>

**State:** EVALUATOR

**District:** FL K-12 Math Review-91005680

**Teacher Username:** FL-DemoTeacher1

**Teacher Password:** TheBEST1!

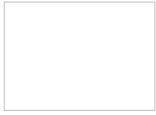
Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
hnhco.com



---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Tuesday, April 26, 2022 12:01 PM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

This message originated from outside your organization

Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, April 25, 2022 9:53 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** HMH initial appeal call

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Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**

<https://meet.goto.com/547145269>

**You can also dial in using your phone.**

United States (Toll Free): [1 877 309 2073](tel:18773092073)

United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 547-145-269

**Join from a video-conferencing room or system.**

Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](https://inroomlink.goto.com)

Meeting ID: 547 145 269

Or dial directly: [547145269@67.217.95.2](tel:547145269@67.217.95.2) or [67.217.95.2###547145269](tel:67.217.95.2###547145269)

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

[DOE email signature](#)

**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>  
**Sent:** Tuesday, May 10, 2022 3:41 PM EDT  
**To:** Taylor, Lataviance L; Jacobson, Lisa  
**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; Drew Parker  
**Subject:** RE: HMM initial appeal call  
**Attachment(s):** "image003.png", "image009.png", "image001.jpg", "image002.png", "image004.jpg"

Hi Tavi,

Please make the changes in your digital platform. Once we can see that they've been made we can seek leadership approval.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>  
**Sent:** Monday, May 9, 2022 4:41 PM  
**To:** Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>  
**Subject:** RE: HMM initial appeal call

Hi Amber,

Our submission to DOE included .pdfs of the changes we intended to make to address the issues related to inclusion of special topics. We believed that we would hear from DOE first, and then we would make the changes. If DOE desires for us to make the changes first, please let us know, and we will immediately make the changes on our digital content platform. Just let us know.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Jacobson, Lisa <Lisa.Jacobson@hnhco.com>  
**Sent:** Monday, May 9, 2022 3:41 PM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>  
**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>  
**Subject:** RE: HMM initial appeal call

Hi Amber, thank you for reaching out. We will look into this and respond shortly.

Best,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415



[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
hnhco.com



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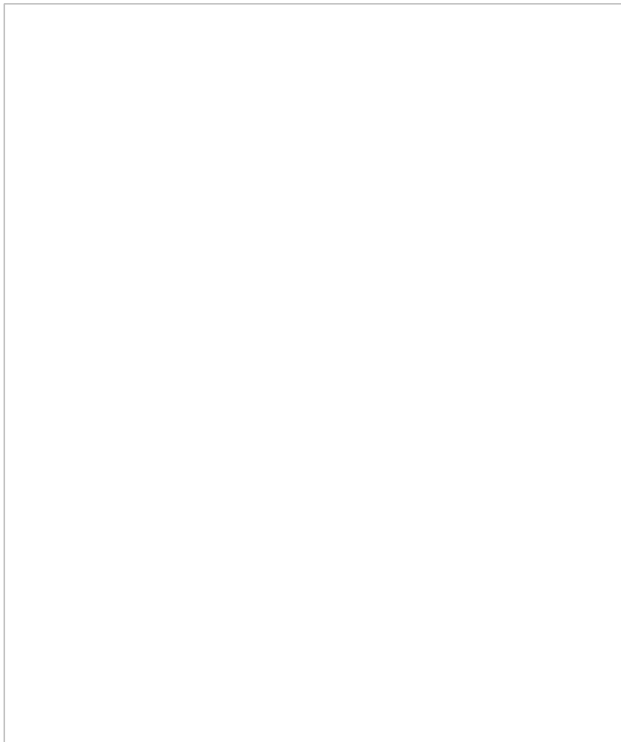
**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, May 9, 2022 3:40 PM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

**This message originated from outside your organization**

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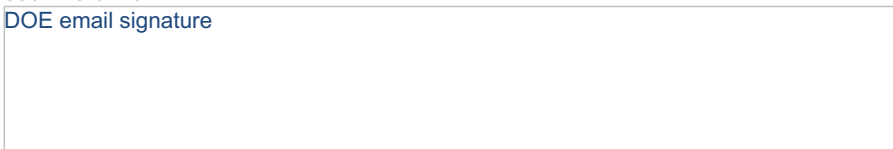
Hi Lisa,

I'm looking at the special topics concerns that reviewers have noted. I see on the link on the spreadsheet that these sections have been marked up for removal. However, when I look at the section on your digital platform, the section marked for removal is still there. Do you know when these will be removed from your digital platform?  
For example, for Kindergarten, this is what I see in the materials (the green box is marked for removal on the spreadsheet):



Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature



---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Thursday, April 28, 2022 9:52 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Dear Lauren,

Thank you for providing us with appeal template. On behalf of HMH, I am sending you the completed Appeal files for the following:

HMH Florida's B.E.S.T. Go Math! Grade K  
HMH Florida's B.E.S.T. Go Math! Grade 1  
HMH Florida's B.E.S.T. Go Math! Grade 2  
HMH Florida's B.E.S.T. Go Math! Grade 5  
HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**

<https://www.hmhco.com/ui/login/?connection=91005680>

**State:** EVALUATOR

**District:** FL K-12 Math Review-91005680

**Teacher Username:** FL-DemoTeacher1

**Teacher Password:** TheBEST1!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hmhco.com](mailto:lisa.jacobson@hmhco.com)  
[hmhco.com](http://hmhco.com)



---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Tuesday, April 26, 2022 12:01 PM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hmhco.com](mailto:Lataviance.Taylor@hmhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hmhco.com](mailto:Lisa.Jacobson@hmhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

**This message originated from outside your organization**

Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, April 25, 2022 9:53 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** HMH initial appeal call

**This message originated from outside your organization**

Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**

<https://meet.goto.com/547145269>

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United States (Toll Free): [1 877 309 2073](tel:18773092073)

United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 547-145-269

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Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](http://inroomlink.goto.com)

Meeting ID: 547 145 269

Or dial directly: [547145269@67.217.95.2](tel:547145269@67.217.95.2) or [67.217.95.2###547145269](tel:67.217.95.2###547145269)

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street

Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

**Sent:** Thursday, May 12, 2022 10:31 AM EDT

**To:** Taylor, Lataviance L; Jacobson, Lisa

**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; Drew Parker

**Subject:** RE: HMH initial appeal call

**Attachment(s):** "HMH FL Go Math Appeal G1\_5.12.xlsx", "HMH FL Go Math Appeal G5\_5.12.xlsx", "image001.png", "image002.jpg", "image004.png", "image006.jpg", "image008.png", "image003.jpg", "image005.png", "image007.jpg"

Hi all,

Content specialists have reviewed your submissions and we've scheduled a call for this afternoon at 1:00 PM to discuss. Please note that we are only addressing standards in grade 1 and grade 5. Standards for grade 6 accelerated have been fully approved. I've attached the spreadsheet with the most recent comments. Anything marked in green is approved and no further action is needed. Anything marked in red needs further discussion/edits.

Please see below for the link to the meeting invite.

HMH - Appeal call

Thu, May 12, 2022 1:00 PM - 1:30 PM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**

<https://meet.goto.com/305173301>

**You can also dial in using your phone.**

United States (Toll Free): [1 877 309 2073](tel:18773092073)

United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 305-173-301

**Join from a video-conferencing room or system.**

Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 305 173 301

Or dial directly: 305173301@67.217.95.2 or 67.217.95.2##305173301

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>

**Sent:** Tuesday, May 10, 2022 3:47 PM

**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>

**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>

**Subject:** RE: HMH initial appeal call

Amber - Thank you. I will advise the team.

Thanks,

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Sent:** Tuesday, May 10, 2022 3:42 PM

**To:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>

**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>

**Subject:** RE: HMH initial appeal call

This message originated from outside your organization

Hi Tavi,

Please make the changes in your digital platform. Once we can see that they've been made we can seek leadership approval.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, May 9, 2022 4:41 PM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

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Thanks,  
Tavi

---

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Lead, Bids & Contracts Specialist  
Business Desk, South Area

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9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Monday, May 9, 2022 3:41 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

Hi Amber, thank you for reaching out. We will look into this and respond shortly.

Best,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)

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**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, May 9, 2022 3:40 PM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

This message originated from outside your organization

Hi Lisa,

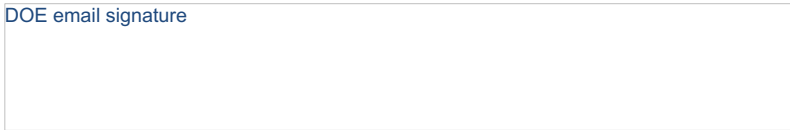
I'm looking at the special topics concerns that reviewers have noted. I see on the link on the spreadsheet that these sections have been marked up for removal. However, when I look at the section on your digital platform, the section marked for removal is still there. Do you know when these will be removed from your digital platform?

For example, for Kindergarten, this is what I see in the materials (the green box is marked for removal on the spreadsheet):



Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature



---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Thursday, April 28, 2022 9:52 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Dear Lauren,  
Thank you for providing us with appeal template. On behalf of HMH, I am sending you the completed Appeal files for the following:

HMH Florida's B.E.S.T. Go Math! Grade K  
HMH Florida's B.E.S.T. Go Math! Grade 1  
HMH Florida's B.E.S.T. Go Math! Grade 2  
HMH Florida's B.E.S.T. Go Math! Grade 5  
HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**  
<https://www.hnhco.com/ui/login/?connection=91005680>  
**State:** EVALUATOR  
**District:** FL K-12 Math Review-91005680  
**Teacher Username:** FL-DemoTeacher1  
**Teacher Password:** TheBEST!!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,

Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Tuesday, April 26, 2022 12:01 PM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

This message originated from outside your organization

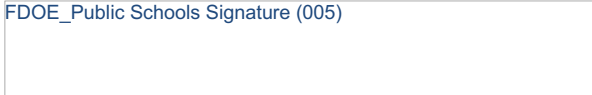
Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)



---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, April 25, 2022 9:53 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** HMM initial appeal call

This message originated from outside your organization

Hi Tavi,



Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**

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United States (Toll Free): [1 877 309 2073](tel:18773092073)

United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 547-145-269

**Join from a video-conferencing room or system.**

Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](https://inroomlink.goto.com)

Meeting ID: 547 145 269

Or dial directly: [547145269@67.217.95.2](tel:547145269@67.217.95.2) or [67.217.95.2##547145269](tel:67.217.95.2##547145269)

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

|   | A                                                                                                                  | B                                     | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | D | E | F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | G | H |
|---|--------------------------------------------------------------------------------------------------------------------|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 1 | <u>COURSE #5012030_HMH Florida's B.E.S.T. Go Math! Grade 1</u>                                                     |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |   |
| 2 | <u>BID 455</u>                                                                                                     |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |   |
| 3 | Standard Below 3 (if applicable)                                                                                   | Special Topic Concern (If applicable) | Publisher Correction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |   | Link to correction in materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |   |
| 4 | n/a                                                                                                                | n/a                                   | <p><b>HMH Overall Response:</b> After collecting and analyzing all the scores provided by the reviewers on Grade 1, we believe there was an error in calculations with the scores and that this grade did in fact score a 4. Nonetheless, we have provided responses to any standards where at least one reviewer scored us a 3 or below.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |   | n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |   |
| 5 | <p>MA.1.AR.2.2</p> <p>Determine and explain if equations involving addition or subtraction are true or false.</p>  | n/a                                   | <p>Reviewer 1 rates us a 5 here and indicates that "Items focus on true and false. There is a mix of operations being related on both sides of the question as well as opportunities for multiple addends."</p> <p>Reviewer 2s, on the other hand, states that there were too many terms in the equations. They indicated that "The Listen and Draw on p.477, #13 on p.480, and #7 on 481 contain 5 terms, which does not align to the standard and clarifications."</p> <p>HMH Response: There are no more than 3 terms used on one side of an equation. On p. 477; p. 480 and 481 each have only a single equation that shows two terms on one side of the equation and three terms on the other.</p> <p>Additionally, Reviewer 2 wrote that the lesson does "not focus on the meaning of the equal sign."</p> <p>HMH Response: The Math Talk on p. 477 addresses the meaning of the equal sign.</p> |   |   | <p>Lesson 10.8, pp. 477-481 Equal and Not Equal, focuses on True/False and operations on both sides of the equation.</p> <p><a href="https://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C10_Addition_and_Subtraction_Relationships.pdf?custom_correlation_id=d905db34-6ce4-44e1-9b5e-235f2ff145f0">https://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C10_Addition_and_Subtraction_Relationships.pdf?custom_correlation_id=d905db34-6ce4-44e1-9b5e-235f2ff145f0</a></p> |   |   |
| 6 | <p>MA.1.DP.1.1</p> <p>Collect data into categories and represent the results using tally marks or pictographs.</p> | n/a                                   | <p>Reviewer 2 writes that Clarification 1 calls for students to use "tally marks to skip counting by 5's."</p> <p>HMH Response: Clarification 1 states that students should <u>connect</u> tally marks to counting by 5s, but does not state the expectation that students should skip count tally marks.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |   | <p>Lesson 16.3, pp. 673-678 Tally Marks</p> <p>Lesson 16.4, pp.679-685 Make Tally Marks</p> <p><a href="https://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C16_Graphing.pdf?custom_correlation_id=f6e6549e-4187-4701-822a-a44b3d09850e">https://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C16_Graphing.pdf?custom_correlation_id=f6e6549e-4187-4701-822a-a44b3d09850e</a></p>                                                                                          |   |   |

|   | I                                                                                                                                                                                                                                                                                                                                                                                                                 | J                                                                                                                                                                                                                                                                                                                                         | K                                                                                                                                        | L                                              |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| 1 |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                          |                                                |
| 2 |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                          |                                                |
| 3 | Notes from FL DOE                                                                                                                                                                                                                                                                                                                                                                                                 | Updated Publisher Correction                                                                                                                                                                                                                                                                                                              | Updated Link to Correction in Materials                                                                                                  | 2nd round notes from FL DOE content specialist |
| 4 |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                          |                                                |
| 5 | <p>MA.1.AR.2.2 Clarification 2: Problem types are limited to an equation with no more than four terms. For questions on pages 480 and 481 there are 5 terms instead of 4. There is not a focus on the meaning of the equal sign within the lesson the evidence provided within the Math Talk does not guarantee that every teacher will realize that is the focus of the lesson and not a supplemental piece.</p> | <p>Pages in Lesson 10.8 have been updated to reflect corrections. The 5-term equation is removed. Model and Draw on the upper half of p.478 has been updated to emphasize the meaning of the equal sign. These changes will appear in the digital program immediately and upon reprint of the books.</p> <p>Lesson 10.8: p.478, p.480</p> | <p><a href="https://hnhco.box.com/s/hbhmnhms27gox3vweviiukavykylg">https://hnhco.box.com/s/hbhmnhms27gox3vweviiukavykylg</a></p>         | Lesson aligns to benchmark                     |
| 6 | <p>Lesson does align to the benchmark, however DP.1.1 was identifies while DP1.2 is listed in the teacher edition. Additionally, question 14 on page is 676 is not clear, instead of having students recreate the total using tally marks, the number should be presented for students recognize the connection.</p>                                                                                              | <p>Lesson 16.3 aligns as stated by curriculum specialist: p. 676 corrected. This change will appear in the digital program immediately and upon reprint of the books.</p> <p>Lesson 16.3: p.676</p>                                                                                                                                       | <p><a href="https://hnhco.box.com/s/akkuftqthf2apb300068i10gzsiakwnbi">https://hnhco.box.com/s/akkuftqthf2apb300068i10gzsiakwnbi</a></p> | Lesson aligns to benchmark                     |

|   | M                            | N                                       | O                                              | P                                                           |
|---|------------------------------|-----------------------------------------|------------------------------------------------|-------------------------------------------------------------|
|   |                              |                                         |                                                | Reviewer B<br>5- Very Poor<br>4- Poor<br>3- Fair<br>2- Good |
| 1 |                              |                                         |                                                |                                                             |
| 2 |                              |                                         |                                                |                                                             |
| 3 | Updated Publisher Correction | Updated Link to Correction in Materials | 3rd round notes from FL DOE content specialist | 1 - Very Poor                                               |
| 4 |                              |                                         |                                                |                                                             |
| 5 |                              |                                         |                                                |                                                             |
| 6 |                              |                                         |                                                |                                                             |

| A                                                                                                                                                                                                                                                                                      | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | D                                                                                                                                                                  | E                                                                                                                                                                                                               | F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | G                                                                                                                                                                                                                                                                                                                                                                                                                                                     | H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>MA.1.GR.1.1<br/>Identify, compare and sort two- and three- dimensional figures based on their defining attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders.</p> | n/a | <p>Reviewer 2 states that the content contains "informal language" and "is missing critical academic vocabulary as mentioned in the clarifications."<br/>HMH Response: the "critical" academic vocabulary is not specifically stated by the FL standards and we use age-appropriate language.</p>                                                                                                                                                                                         |                                                                                                                                                                    |                                                                                                                                                                                                                 | <p>Lesson 11.1, pp. 497-500 Three Dimensional Shapes<br/>Lesson 11.5, pp. 500-503 Two-Dimensional Shapes on Three-Dimensional Shapes<br/><a href="https://www.jmhco.com/content/math/go_math/geometry/pdf/G1_GoMath_Th_EN_FL_SE_C11_Geometry_Three-Dimensional_Solids.pdf?custom_correlation_id=c363-029b-41e0-9e51-89f9a6384f6b">https://www.jmhco.com/content/math/go_math/geometry/pdf/G1_GoMath_Th_EN_FL_SE_C11_Geometry_Three-Dimensional_Solids.pdf?custom_correlation_id=c363-029b-41e0-9e51-89f9a6384f6b</a></p> | <p>12.1: Classify and Sort Two-Dimensional Shapes, 533-536<br/>12.2: Attributes of Two-Dimensional Shapes, 539-542</p>                                                                                                                                                                                                                                                                                                                                | <p>Lesson 11.1, pp. 497-500 Three Dimensional Shapes<br/>Lesson 11.5, pp. 500-503 Two-Dimensional Shapes on Three-Dimensional Shapes<br/><a href="https://www.jmhco.com/content/math/go_math/geometry/pdf/G1_GoMath_Th_EN_FL_SE_C11_Geometry_Three-Dimensional_Solids.pdf?custom_correlation_id=c363-029b-41e0-9e51-89f9a6384f6b">https://www.jmhco.com/content/math/go_math/geometry/pdf/G1_GoMath_Th_EN_FL_SE_C11_Geometry_Three-Dimensional_Solids.pdf?custom_correlation_id=c363-029b-41e0-9e51-89f9a6384f6b</a></p> |
| <p>MA.1.GR.1.2<br/>Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.</p>                                                                                                                              | n/a | <p>Reviewer 1 states there are limited examples of sketching 2-D figures.<br/>HMH Response: This is covered on pp.539-540, which has a table where students identify, draw, and give attributes of the shapes. Additionally, on p.521-526, students draw and identify two-dimensional shapes that compose three-dimensional shapes.</p>                                                                                                                                                   | <p>Reviewer 2 states that "P.521-526 do not align with the standard at all. It is only 2d shapes based on their attributes, not the attributes of a 3D shape."</p> | <p>HMH Response: Attributes of 3-D shapes include 2-D shapes, which are included in Lesson 11.5, pp. 521-526. Classifying two- and three-dimensional shapes are found in Lesson 11.1, 11.5, 12.1, and 12.5.</p> | <p>Lesson 12.2 p.539, p.540<br/><a href="https://www.jmhco.com/content/math/go_math/geometry/pdf/G1_GoMath_Th_EN_FL_SE_C12_Geometry_Two-Dimensional_Shapes.pdf?custom_correlation_id=c36d929b-6a32-4bca-bc8c-a9ee272db71f">https://www.jmhco.com/content/math/go_math/geometry/pdf/G1_GoMath_Th_EN_FL_SE_C12_Geometry_Two-Dimensional_Shapes.pdf?custom_correlation_id=c36d929b-6a32-4bca-bc8c-a9ee272db71f</a></p>                                                                                                      | <p>Lesson 11.5 pp. 521-526<br/><a href="https://www.jmhco.com/content/math/go_math/geometry/pdf/G1_GoMath_Th_EN_FL_SE_C11_Geometry_Three-Dimensional_Solids.pdf?custom_correlation_id=0b0e0d-6a4e-4944-82df-07df0acf8a66#page=29">https://www.jmhco.com/content/math/go_math/geometry/pdf/G1_GoMath_Th_EN_FL_SE_C11_Geometry_Three-Dimensional_Solids.pdf?custom_correlation_id=0b0e0d-6a4e-4944-82df-07df0acf8a66#page=29</a></p>                    | <p>Lesson 11.5, pp. 521-526<br/><a href="https://www.jmhco.com/content/math/go_math/geometry/pdf/G1_GoMath_Th_EN_FL_SE_C11_Geometry_Three-Dimensional_Solids.pdf?custom_correlation_id=0b0e0d-6a4e-4944-82df-07df0acf8a66#page=29">https://www.jmhco.com/content/math/go_math/geometry/pdf/G1_GoMath_Th_EN_FL_SE_C11_Geometry_Three-Dimensional_Solids.pdf?custom_correlation_id=0b0e0d-6a4e-4944-82df-07df0acf8a66#page=29</a></p>                                                                                      |
| <p>MA.1.GR.1.3<br/>Compose and decompose two- and three- dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.</p>                                                           | n/a | <p>Reviewer 2 states Lesson 12.5 uses fourths instead of semi-circles.<br/>HMH Response: The example mentioned uses two quarter circles to make a half circle, which is then composed to make other shapes.<br/>Additionally, reviewer 2 writes "There are some good examples of composing and decomposing 2d and 3d shapes . . . it is lacking the much needed vocabulary."<br/>HMH Response: From a standards perspective, using academic language and vocabulary is not mentioned.</p> |                                                                                                                                                                    |                                                                                                                                                                                                                 | <p>Lesson 12.5, pp. 557-560 Create New Two-Dimensional Shapes<br/><a href="https://www.jmhco.com/content/math/go_math/geometry/pdf/G1_GoMath_Th_EN_FL_SE_C12_Geometry_Two-Dimensional_Shapes.pdf?custom_correlation_id=c36d929b-6a32-4bca-bc8c-a9ee272db71f">https://www.jmhco.com/content/math/go_math/geometry/pdf/G1_GoMath_Th_EN_FL_SE_C12_Geometry_Two-Dimensional_Shapes.pdf?custom_correlation_id=c36d929b-6a32-4bca-bc8c-a9ee272db71f</a></p>                                                                    | <p>Lesson 12.5, pp. 557-560 Create New Two-Dimensional Shapes<br/><a href="https://www.jmhco.com/content/math/go_math/geometry/pdf/G1_GoMath_Th_EN_FL_SE_C12_Geometry_Two-Dimensional_Shapes.pdf?custom_correlation_id=c36d929b-6a32-4bca-bc8c-a9ee272db71f">https://www.jmhco.com/content/math/go_math/geometry/pdf/G1_GoMath_Th_EN_FL_SE_C12_Geometry_Two-Dimensional_Shapes.pdf?custom_correlation_id=c36d929b-6a32-4bca-bc8c-a9ee272db71f</a></p> | <p>Lesson 12.5, pp. 557-560 Create New Two-Dimensional Shapes<br/><a href="https://www.jmhco.com/content/math/go_math/geometry/pdf/G1_GoMath_Th_EN_FL_SE_C12_Geometry_Two-Dimensional_Shapes.pdf?custom_correlation_id=c36d929b-6a32-4bca-bc8c-a9ee272db71f">https://www.jmhco.com/content/math/go_math/geometry/pdf/G1_GoMath_Th_EN_FL_SE_C12_Geometry_Two-Dimensional_Shapes.pdf?custom_correlation_id=c36d929b-6a32-4bca-bc8c-a9ee272db71f</a></p>                                                                    |

|   | I                                                                                                                                                                                                                                                                                            | J                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | K                                                                                                                               | L                          |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| 7 | Lessons align                                                                                                                                                                                                                                                                                | Lesson aligns.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                 |                            |
| 8 | There are limited opportunities for students to create the own drawings and sketches within the lessons. In lesson 11.5, stuents can draw the sahep indentifies instead of circling.                                                                                                         | Students draw shapes in Lesson 12.2 p.539 given that attributes "curved" and straight"; on p.540, students draw hexagons, rectangles, squares, and triangles, naming the quantity of the attributes (number of sides and vertices.)<br><br>Lesson 12.2: pp. 539, 540                                                                                                                                                                                                                                                 | <a href="https://hmhco.box.com/s/4dr84fb8k0dbrtviwemlc73w9oiv545n">https://hmhco.box.com/s/4dr84fb8k0dbrtviwemlc73w9oiv545n</a> | Lesson aligns to benchmark |
| 9 | The expectation of the benchmark is not to compose 2 quarter circles to make a semi-circle. Benchmark language for figures used should be incorporated within the lesson (semi-circle, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prims, cones and cylinders). | Pages in the following lessons have been updated to reflect corrections: In Lesson 12.3 and Lesson 12.4, students compose new shapes using triangles, rectangles, and trapezoids with pattern blocks and by drawing. In Lesson 12.3, the focus is on spatial relationships relating to part-whole and counting the number of parts used per Clarification 1. These changes will appear in the digital program immediately and upon reprint of the books.<br><br>Lesson 12.3: pp. 545-548<br>Lesson 12.4: pp. 551-554 | <a href="https://hmhco.box.com/s/tauo5iv2ablk8ifd0k9x8yctbx4f7gbd">https://hmhco.box.com/s/tauo5iv2ablk8ifd0k9x8yctbx4f7gbd</a> | Lesson aligns to benchmark |

|    | A                                                                                                                                                                                                                                                                   | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | D | E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | F                                                                                                                                                                                                                                                                                                                                                                                         | G | H |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 10 | <p>MA.1.GR.1.4<br/>Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.</p> | n/a | <p>Reviewer 1 states that "While there are many examples of real-world objects for stand alone figures (balls, cones, cans, etc.), there are only a few real-world examples of items with multiple identifiable geometric figures. . . . In most other examples, they are identifying the geometric figures in composed shapes."</p> <p>HMH Response: The composite figures were included; however because of their age appropriateness for Grade 1 students. The approach also meets the standard as it is written.</p>                                                             |   | <p>Reviewer 1 gave us a positive score of 5--a difference of 3 points from Reviewer 2. This reviewer specifically said "Items align to the standard for estimation."</p> <p>Reviewer 2, on the other hand, states that "The clarifications were clear that students would be estimating with inches. Chapter 14 Lesson 3 focuses on estimating with centimeters."</p> <p>HMH Response: The standard is written as follows "Measure the length of an object to the nearest inch or centimeter" so the content as presented meets the standards as they are written. Additionally, reviewer 2 was concerned that non-standard units are used for estimating.</p> <p>HMH Response: The tiles and cubes used for measurement are not non-standard units of measure; the tiles are specified to be 1-inch and the unit cubes are 1 cm; this builds an understanding of the connection between counting and then adding units to measurement. Given how this benchmark and the clarifications, we believe this standard is completely met.</p> | <p>Lesson 11.2, p. 503 Combine Three-Dimensional Shapes<br/><a href="https://www.jmhco.com/content/math/go_math/g1/student/pdf/G1_GoMa1h_EN_FL_SE_C11_Geometry_Three">https://www.jmhco.com/content/math/go_math/g1/student/pdf/G1_GoMa1h_EN_FL_SE_C11_Geometry_Three</a></p> <p>Dimensional_Solids.pdf?custom_correlation_id=9ab7c363-029b-41e0-9e51-8919a6384f6b</p>                    |   |   |
| 11 | <p>MA.1.M.1.1<br/>Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.</p>                                                                                                                      | n/a | <p>Reviewer 1 gave us a positive score of 5 (a disparity of 3 points with reviewer 2) and stated "Opportunities for 3 items compared directly and also for indirect comparison."</p> <p>Reviewer 2, on the other hand, states that "Chapter 14 Lesson 3 does not align as it discusses estimating measurement instead of comparing objects in specific units."</p> <p>HMH Response: Students use comparisons of longer or shorter objects so that they can estimate their lengths. More specifically, in 14.5 students compare objects to order them, as stated by the standard.</p> |   | <p>Lesson 14.1, 14.2, 14.3, 14.4, pp.595-616<br/><a href="https://www.jmhco.com/content/math/go_math/g1/student/pdf/G1_GoMa1h_EN_FL_SE_C14_Measurement.pdf?custom_correlation_id=8fad097b-c311-4a93-824e-8f6ee1824d25">https://www.jmhco.com/content/math/go_math/g1/student/pdf/G1_GoMa1h_EN_FL_SE_C14_Measurement.pdf?custom_correlation_id=8fad097b-c311-4a93-824e-8f6ee1824d25</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Lesson 14.3, p. 607, Lesson 14.5, p. 609<br/><a href="https://www.jmhco.com/content/math/go_math/g1/student/pdf/G1_GoMa1h_EN_FL_SE_C14_Measurement.pdf?custom_correlation_id=8fad097b-c311-4a93-824e-8f6ee1824d25">https://www.jmhco.com/content/math/go_math/g1/student/pdf/G1_GoMa1h_EN_FL_SE_C14_Measurement.pdf?custom_correlation_id=8fad097b-c311-4a93-824e-8f6ee1824d25</a></p> |   |   |
| 12 | <p>MA.1.M.1.2<br/>Compare and order the length of up to three objects using direct and indirect comparison.</p>                                                                                                                                                     | n/a | <p>Reviewer 2 states that "there is no discussion or use of the vocabulary for digital and analog" within the lessons 15.1-15.4.</p> <p>HMH Response: The benchmark specifies only that students write and tell time and not that they use specified vocabulary. Clocks divided into semicircles is shown in Lesson 15.3.</p>                                                                                                                                                                                                                                                        |   | <p>Lesson 15.1-15.5, pp.631-652<br/><a href="https://www.jmhco.com/content/math/go_math/g1/student/pdf/G1_GoMa1h_EN_FL_SE_C15_Time.pdf?custom_correlation_id=c34a30c2-3daf-495e-b8ed-8b01a31a7e40">https://www.jmhco.com/content/math/go_math/g1/student/pdf/G1_GoMa1h_EN_FL_SE_C15_Time.pdf?custom_correlation_id=c34a30c2-3daf-495e-b8ed-8b01a31a7e40</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                           |   |   |
| 13 | <p>MA.1.M.2.1<br/>Using analog and digital clocks, tell and write time in hours and half-hours.</p>                                                                                                                                                                 | n/a |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                           |   |   |

|    | I                                                                                                                                                                                                                                                                                                                              | J                                                                                                                                                                                                                                                     | K                                                                                                                                    | L                                                                                                                                                                                                                               |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 | <p>Limited information provided to show evidence of alignment.</p>                                                                                                                                                                                                                                                             | <p>In Lesson 11.4, students identify, build, and take apart three-dimensional shapes. In Lesson 12.4 students identify, build, and take apart two-dimensional shapes.</p> <p>Lesson 11.4<br/>Lesson 12.4 p. 554</p>                                   | <p><a href="https://hmhco.box.com/s/js2qu57me2b2f5377slp6e6mmr9xg7">https://hmhco.box.com/s/js2qu57me2b2f5377slp6e6mmr9xg7</a></p>   | <p>The benchmark expectation is to engage with real-world objects</p>                                                                                                                                                           |
| 11 | <p>Estimates should be to the nearest inch, while measurements should include inches and centimeters. Using one color marker to represent the 1-inch estimate would be more appropriate instead of switching from blue to red, when only the blue marker was given the specification (pages 596- 598, as well as 599-600).</p> | <p>This benchmark is covered in Lessons 14.1, 14.2, and 14.4. Students first estimate and then measure from zero in inches, then measure in centimeters.</p> <p>Lesson 14.1: pp. 655-658<br/>Lesson 14.2: pp: 602-604<br/>Lesson 14.4: pp:613-616</p> | <p><a href="https://hmhco.box.com/s/wwwkxaqr3b3vk647zf4kexj8kehdljs">https://hmhco.box.com/s/wwwkxaqr3b3vk647zf4kexj8kehdljs</a></p> | <p>What guide or reference is being used to determine the length if they are asked not to use a ruler. Answer of "about _____ centimeters is still asking students to estimate in centimeters which is not the expectation.</p> |
| 12 | <p>To meet the expectation of the benchmark, students should be measuring objects. It is also an expectation that the comparison of 2 objects to another should be included within the instruction of the benchmark.</p>                                                                                                       | <p>In Lesson 14.5, student compare and then order length of three objects. (See edited Model and Draw section to include comparing measured lengths.)</p> <p>Lesson 14.5: pp. 620-622</p>                                                             | <p><a href="https://hmhco.box.com/s/6lcmxaw2f3dbu9vaxpv4s7n92w2c9en">https://hmhco.box.com/s/6lcmxaw2f3dbu9vaxpv4s7n92w2c9en</a></p> | <p>Lesson aligns to benchmark</p>                                                                                                                                                                                               |
| 13 | <p><b>Lessons aligns to the benchmark,</b> however lesson 15.3 give very minimal connections with partitioning circles and into halves and semi-circles.</p>                                                                                                                                                                   | <p>Lesson aligns.</p>                                                                                                                                                                                                                                 |                                                                                                                                      |                                                                                                                                                                                                                                 |



|    | A                                                                                                                                                                                                                         | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                        | D | E | F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | G | H |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 14 | <p>MA.1.M.2.2<br/>Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.</p>                                                             | n/a | <p>Reviewer 1 states that students count but do not simply identify coins--that the resources should "provide images of both sides of coins."<br/><br/>HMH Response: Identification of the coin is necessary to count them. This is why both sides of the coin are used throughout this chapter in order to reinforce their ability to identify and count coins.</p>                                                                     |   |   | <p>Lesson 9.1-9.4, pp. 393-441<br/><a href="https://www.hmhco.com/content/mat_h/go_math/g1/student/pdf/G1_GoMa th_EN_FL_SE_C09_Money.pdf?cust om_correlation_id=44a42b00-30b4-4fb1-a6ad-71cf45649e38">https://www.hmhco.com/content/mat_h/go_math/g1/student/pdf/G1_GoMa th_EN_FL_SE_C09_Money.pdf?cust om_correlation_id=44a42b00-30b4-4fb1-a6ad-71cf45649e38</a></p>                                                                                                                                                                                                                                                                                                                                                                      |   |   |
| 15 | <p>MA.1.M.2.3<br/>Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to \$100. Use the ¢ and \$ symbols appropriately.</p> | n/a | <p>Reviewer 1 wrote that the benchmark indicates students should "Find the value of combinations of pennies, nickels and dimes up to one dollar."<br/><br/>HMH Response: In the Ready for More on Lesson 9.4, p. 412, the TE guide includes direction on how to guide students to find different ways to make 100 cents. This omission was caught by the internal team and was corrected for implementation.</p>                         |   |   | <p>Lesson 9.3, p. 407<br/><a href="https://www.hmhco.com/content/mat_h/go_math/g1/student/pdf/G1_GoMa th_EN_FL_SE_C09_Money.pdf?cust om_correlation_id=44a42b00-30b4-4fb1-a6ad-71cf45649e38">https://www.hmhco.com/content/mat_h/go_math/g1/student/pdf/G1_GoMa th_EN_FL_SE_C09_Money.pdf?cust om_correlation_id=44a42b00-30b4-4fb1-a6ad-71cf45649e38</a></p> <p>Lesson 9.4, p. 412 Teacher Edition<br/><a href="https://www.hmhco.com/content/mat_h/go_math/g1/teacher/pdf/G1_GoMa th_EN_FL_TE_C09_Money.pdf?cust om_correlation_id=bbd0c371-79c6-4407-a901-08f67a62875d">https://www.hmhco.com/content/mat_h/go_math/g1/teacher/pdf/G1_GoMa th_EN_FL_TE_C09_Money.pdf?cust om_correlation_id=bbd0c371-79c6-4407-a901-08f67a62875d</a></p> |   |   |
| 16 | <p>MA.1.NSO.1.2<br/>Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.</p>                                              | n/a | <p>Reviewer 2 stated that "Most of the examples for expanded form was based on ___tens + ___ones when it should be the actual number made by the tens plus the ones (for example 70+5)."<br/><br/>HMH Response: There are two places where this is covered in the content --both Lessons 2.5 and 2.9. It shows that students write numbers in 3 forms, ex., 4 tens + 7 ones, 40 + 7, and 47.</p>                                         |   |   | <p>Lesson 2.5, p.73<br/>Lesson 2.9, p.97<br/><a href="https://www.hmhco.com/content/mat_h/go_math/g1/student/pdf/G1_GoMa th_EN_FL_SE_C02_Count_by_Tens_and_Ones.pdf?cust om_correlation_id=4ffe0597-80ad-4f0f-9d94-d927e8236cc7">https://www.hmhco.com/content/mat_h/go_math/g1/student/pdf/G1_GoMa th_EN_FL_SE_C02_Count_by_Tens_and_Ones.pdf?cust om_correlation_id=4ffe0597-80ad-4f0f-9d94-d927e8236cc7</a></p>                                                                                                                                                                                                                                                                                                                          |   |   |
| 17 | <p>MA.1.NSO.2.4<br/>Explore the addition of a two-digit number and a one-digit number with sums to 100.</p>                                                                                                               | n/a | <p>Reviewer 2 writes "Examples from p.279-296 were not rigorous enough to cover this standard, as most were two single digit numbers. The SE p.303-308 did a much better job covering this material."<br/><br/>HMH Response: As noted by Reviewer 1, there is good coverage in Chapter 6 which include problem with a two-digit addended greater than 20 and varying representations including models, number lines and place value.</p> |   |   | <p>Lesson 6.9 and Lesson 6.10, pp. 297-308<br/><a href="https://www.hmhco.com/content/mat_h/go_math/g1/student/pdf/G1_GoMa th_EN_FL_SE_C06_Addition_Share_gies.pdf?cust om_correlation_id=688274cb8-1dff-48ec-82e4-32a97dd995d9">https://www.hmhco.com/content/mat_h/go_math/g1/student/pdf/G1_GoMa th_EN_FL_SE_C06_Addition_Share_gies.pdf?cust om_correlation_id=688274cb8-1dff-48ec-82e4-32a97dd995d9</a></p>                                                                                                                                                                                                                                                                                                                            |   |   |
| 18 |                                                                                                                                                                                                                           |     |                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |   |

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| 14 | <p>Clarificatin 1 of the benchmark states: Instruction includes the recognition of both sides of a coin. The lesson is lacking in stating how many of each coin equal a dollar.</p>                | <p>Both sides of the coins are shown throughout, particularly in Lesson 9.1 when showing coins, pp. 304-396. In Lesson 9.4, Equal Amounts, however, a question has been amended for student to find the number of each coin that makes one dollar. This change will appear in the digital program immediately and upon reprint of the books.</p> <p>Lesson 9.1: pp. 394-396<br/>Lesson 9.4: p. 412</p> | <p><a href="https://hmhco.box.com/s/ti0bsjk33bhp07bvp1k6a48r77jbnit8r">https://hmhco.box.com/s/ti0bsjk33bhp07bvp1k6a48r77jbnit8r</a></p> | <p>Lacking a visual reference to quarters</p> |
| 15 | <p><b>Lesson aligns to the benchmark.</b></p>                                                                                                                                                      | <p>Lesson aligns.</p>                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                          |                                               |
| 16 | <p>Examples provided in the lesson are aligned to MA.1.NSO.1.3. Students are not given examples of expanded form in this lesson based on the benchmark expectation.</p>                            | <p>Lesson 2.1 shows multiple uses of expanded form and word form. Lessons 2.2 and 2.3 includes reading word forms of numbers.</p> <p>Lesson 2.1: pp. 50-52 expanded form<br/>Lesson 2.9: pp. 98-99</p>                                                                                                                                                                                                 | <p><a href="https://hmhco.box.com/s/oadd4tr8uzeoqsbq5wmr95thgo3oimj4">https://hmhco.box.com/s/oadd4tr8uzeoqsbq5wmr95thgo3oimj4</a></p>   | <p>Lesson aligns to benchmark</p>             |
| 17 | <p>Instruction of this benchmark should allow students to explore more examples of adding 2 digit and 1 digit numbers, in addition to combining ones and tens as mentioned in clarification 1.</p> | <p>In Lesson 6.10, students explore many examples of 2-digit plus 1-digit addition, including making a new 10 from ones.</p> <p>Lesson 6.10: pp. 303-306</p>                                                                                                                                                                                                                                           | <p><a href="https://hmhco.box.com/s/rtt8isixms6xb27">https://hmhco.box.com/s/rtt8isixms6xb27</a></p>                                     | <p>Lesson aligns to benchmark</p>             |
| 18 |                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                          |                                               |

A

B

C

D

E

COURSE #5012070\_HMH Florida's B.E.S.T. Go Math! Grade 5

BID 459

|   | A                                                                                                                          | B                                     | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | E |
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| 1 |                                                                                                                            |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |
| 2 |                                                                                                                            |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |
| 3 | Standard Below 3 (if applicable)                                                                                           | Special Topic Concern (If applicable) | Publisher Correction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |
| 4 | <p>MA.5.AR.2.3</p> <p>Determine and explain whether an equation involving any of the four operations is true or false.</p> | n/a                                   | <p>Reviewer 2 stated "many questions focus on determining which property is being used, which is not a clarification in the BEST standard."</p> <p>HMH Response: this standard is not taught in isolation and taught throughout Grade 5 in equations; with properties, without, and in other formats. Examples of usage are 2.1, p.42; 3.3, p.98; 3.5, p. 110; 11.1 p. 379, and 11.2 p.386.</p>                                                                                                                                                              | <p>Lesson 2.1, p. 42<br/> <a href="https://www.hmhco.com_C02_Practice_Multiplic_id=cc0d7d23-05e6-456">https://www.hmhco.com_C02_Practice_Multiplic_id=cc0d7d23-05e6-456</a></p> <p>Lesson 3.3, p. 98; Less<br/> <a href="https://www.hmhco.com_C03_Place_Value_and_95a2dd181d23">https://www.hmhco.com_C03_Place_Value_and_95a2dd181d23</a></p> <p>Lesson 11.1, p. 379, 11<br/> <a href="https://www.hmhco.com_C11_Divide_Fractions_97fd4508f5f60">https://www.hmhco.com_C11_Divide_Fractions_97fd4508f5f60</a></p> |   |
| 5 | <p>MA.5.AR.3.2</p> <p>Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.</p>   | n/a                                   | <p>Reviewer 1 states that instruction is "asking student to write a rule for a given graph."</p> <p>HMH Response: This is an instructional sequence in which students write the ordered pairs to find the rule. This is an example of using standards together and not in isolation (with 5.DP.1.1).</p> <p>Reviewer 2 stated "Most question met the standard except the question in the explore part of Chapter 17 Lesson 2. The pattern does not match the chart."</p> <p>HMH Response: The pattern and the chart match on the acorementioned example.</p> | <p>Lesson 17.2, p.585; Les<br/> <a href="https://www.hmhco.com_C17_Graphs_and_Patt_a7dd422cc62c4">https://www.hmhco.com_C17_Graphs_and_Patt_a7dd422cc62c4</a></p>                                                                                                                                                                                                                                                                                                                                                   |   |

|   | F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | G                                                                                                                                            | H                                                                                                                                                                                                                                                                                                                                                                                        | I                                                                                                                                                                                   |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                     |
| 2 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                     |
| 3 | <p><a href="#">Link to correction in materials</a></p> <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE<br/>           cation_and_Division_of_Whole_Numbers.pdf?custom_correlation<br/>           id=at99-47205a741bd1</p> <p>on 3.5 p. 110</p> <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE<br/>           _Decimals.pdf?custom_correlation_id=4365a37a-c5cb-11ec-9dd9-</p> <p>12, p.386</p> <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE<br/>           pdf?custom_correlation_id=De1c477f-c5cb-11ec-8e6f-</p> | <p>Notes from FL DOE</p> <p>In all examples provided, students have limited opportunities to explain their reasoning for this benchmark.</p> | <p>Updated Publisher Correction</p> <p>In Lesson 12.1, students use the properties to understand whether the expressions on both sides of an equal sign are equivalent making the equation true. In Lesson 12.3, students determine how to show equivalence within an equation using grouping.</p> <p>Lesson 12.1: pp. 415, 416, 417, 418</p> <p>Lesson 12.3: pp. 427, 428, 429, 430</p> | <p>Updated Link to Correction in Materials</p> <p><a href="https://hmhco.box.com/s/xvpejktmgejpxxejls15bg4o4lvc3to">https://hmhco.box.com/s/xvpejktmgejpxxejls15bg4o4lvc3to</a></p> |
| 4 | <p>Lesson 17.3, p.591</p> <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE<br/>           errns.pdf?custom_correlation_id=0b4f9e24-c5cc-11ec-b420-</p>                                                                                                                                                                                                                                                                                                                                                                                       | <p>There is no expectation in either benchmarks provided for students to write/ create a rule.</p>                                           | <p>In Lesson 17.1, Record Inputs and Outputs in a Two-Column Table, students are given a rule, limited to one or two operations using whole numbers and use a two-column table to record the inputs and outputs.</p> <p>Lesson 17.1: p.579, 580, 581, 582, 583</p>                                                                                                                       | <p><a href="https://hmhco.box.com/s/3rox98zqbezqf1r75w5jibpdzDmes4fm">https://hmhco.box.com/s/3rox98zqbezqf1r75w5jibpdzDmes4fm</a></p>                                              |
| 5 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                     |

|   | J                                                                                                                                                                                                 | K                            | L                                       |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-----------------------------------------|
| 1 |                                                                                                                                                                                                   |                              |                                         |
| 2 |                                                                                                                                                                                                   |                              |                                         |
| 3 | 2nd round comments from FLDOE content specialist                                                                                                                                                  | Updated Publisher Correction | Updated Link to Correction in Materials |
| 4 | No reference to the true/false portion of the benchmark. Questions, 8/9/10 on page 429 are merely asking the students to "create" the values using parentheses -referring to order of operations. |                              |                                         |
| 5 | Lesson aligns to benchmark                                                                                                                                                                        |                              |                                         |

|   | M                                                | N                                                                                                                | O |
|---|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---|
| 1 |                                                  | <b>Reviewer Evaluation Scale:</b><br>5- Very Good<br>4- Good<br>3- Fair<br>2- Poor<br>1 - Very Poor/No Alignment |   |
| 2 |                                                  |                                                                                                                  |   |
| 3 | 3rd round comments from FLDOE content specialist |                                                                                                                  |   |
| 4 |                                                  |                                                                                                                  |   |
| 5 |                                                  |                                                                                                                  |   |

| A                                                                                                                                                                                                  | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | D                                                                                                                                                                                                                                                                                                                                                      | E |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <p>MA.5.DP.1.1</p> <p>Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.</p>                                                  | n/a | <p>Reviewer 2 states that the pattern does not match the table in 18.1 Explore, p.631.</p> <p>HMH Response: No table was used in the Explore section.</p> <p>Reviewer 2 also states that fractional measurements of 1/8 are use.</p> <p>HMH Response: All line plots show only halves, thirds or fourths as measures-- calculations within questions may include other fractions.</p>                                                                                                                                                                                                                                                                 | Lesson 18.1, p. 631<br><a href="https://www.jmhco.com/C18_Collect_Represent/11ec-9e8c-67283c000cd">https://www.jmhco.com/C18_Collect_Represent/11ec-9e8c-67283c000cd</a>                                                                                                                                                                               |   |
| <p>MA.5.DP.1.2</p> <p>Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.</p>                                | n/a | <p>While Reviewer 1 rated this benchmark coverage a full 3 points higher, noting that the benchmark coverage includes "instruction on balancing point", Reviewer 2 states "Explanations on how to find mean, mode, and median are aligned; however there is no mention of range."</p> <p>HMH Response: In the content, range is explicitly defined and demonstrated in Lesson18.2, p.635 and Lesson 18.5, p. 655.</p>                                                                                                                                                                                                                                 | Lesson 18.2, p.638; Lesson 18.5, p.655<br><a href="https://www.jmhco.com/C18_Collect_Represent/11ec-9e8c-67283c000cd">https://www.jmhco.com/C18_Collect_Represent/11ec-9e8c-67283c000cd</a>                                                                                                                                                            |   |
| <p>MA.5.FR.2.2</p> <p>Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.</p> | n/a | <p>While Reviewer 1 rated this benchmark coverage a full 3 points higher, noting that coverage includes a "use of models," Reviewer 2 states that mixed numbers were "used in comparative lessons only. Students are directed to simplify answers which is not necessary."</p> <p>HMH Response: Extensive mixed number multiplication is shown in Lesson 9.4, p.357 which is a comparison lesson; comparison is essential to multiplying mixed numbers for estimating products and assessing reasonableness. Also performed with area models in Lesson 13.2, p. 453. Both are examples of not showing the standards in isolation (with 5.GR.2.1).</p> | Lesson 9.4, p. 357<br><a href="https://www.jmhco.com/C09_Add_and_Subtract/7?custom_correlation_id">https://www.jmhco.com/C09_Add_and_Subtract/7?custom_correlation_id</a><br>Lesson 13.2, p.453<br><a href="https://www.jmhco.com/C13_Perimeter_and_Area/11ec-9e8c-67283c000cd">https://www.jmhco.com/C13_Perimeter_and_Area/11ec-9e8c-67283c000cd</a> |   |

| F                                                                                                                                                                                                                                                                                                                                                      | G                                                                                        | H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | I                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE<br/>_and_Interpreter_Data.pdf?custom_correlation_id=1b070d5b-c5cc-<br/>d</p>                                                                                                                                                                                                                | <p>More information needed.</p>                                                          | <p>students collect and represent numerical data, including fractional values with denominators of 1, 2, 3, and 4, and decimal values to hundredths, using tables, line graphs or line plots throughout Chapter 18. Examples for the various types of representations are as followed:<br/><b>Tables:</b> Lesson 18.1, Collect and Organize Data, p. 634 students organize and represent numerical data using tally tables.<br/><b>Line Plots:</b> Lesson 18.2, Represent and Interpret Line Plots, on pages 637 and 639, students organize data and represent decimal values to hundredths on a line plot. On page 639 students organize data and represent fractional values, with denominators of 1, 2, and 4, on a line plot.<br/><b>Line Graphs:</b> Lesson 18.3, Represent and Interpret Line Graphs, students <math>\frac{c}{d}</math> with denominators of 1, 2, and 4, and decimals to the tenths.</p> | <p><a href="https://hmhco.box.com/s/pekdqlxs77ykt7xia7akuxc9gd69m9d">https://hmhco.box.com/s/pekdqlxs77ykt7xia7akuxc9gd69m9d</a></p> |
| <p>esson 18.5, p.655<br/>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE<br/>_and_Interpreter_Data.pdf?custom_correlation_id=1b070d5b-c5cc-<br/>d</p>                                                                                                                                                                                          | <p><b>Lesson aligns</b></p>                                                              | <p>Lesson aligns.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                      |
| <p>8<br/>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE<br/>_Fractions and Mixed Numbers with Unlike Denominators.pdf<br/>=949888d2-c5cb-11ec-89a6-3b73d4108379<br/>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE<br/>_Area of Rectangles with Fractional and Decimal Side Lengths.<br/>id=d7c1d56d-c5cb-11ec-9f6f-d1b8cf3d1d68</p> | <p>Page 357 not provided.<br/><b>Lesson 13.2 aligns with benchmark expectations.</b></p> | <p>Lesson aligns.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                      |



|   |   |                            |   |
|---|---|----------------------------|---|
| 8 | 7 | 6                          |   |
|   |   | Lesson aligns to benchmark | J |
|   |   |                            | K |
|   |   |                            | L |

| A                                                                                                                                                                                                               | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | D                                                                                                                                                                 | E |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <p>MA.5.FR.2.3</p> <p>When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating.</p> | n/a | <p>Reviewer 2 states that "Examples in the text call for completing an operation to figure out the relative comparison. The BEST standards state that students should be able to focus on estimation and assessing the reasonableness of answers."</p> <p>HMH Response: Students learn estimation and assessing the reasonableness of answers by comparing products using the whole number part of the mixed number. In Lessons 10.3 and 10.4, students use models to compare the size of the product to the size of a factor when multiplying fractions. Students then determine that when you find a part of a part, the product will be less than either part. Finally, students understand that when a fraction is multiplied by a number greater than 1, the product will always be greater than the fraction. Building reasoning about the size of a product will help students determine if their solutions are reasonable or help them make reasonable estimates.</p> | <p>Lessons 10.3 and 10.4<br/> <a href="https://www.hmhco.com/C10_Multiply_Fraction/576f98cf03b5">https://www.hmhco.com/C10_Multiply_Fraction/576f98cf03b5</a></p> |   |
| <p>MA.5.GR.1.1</p> <p>Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.</p>  | n/a | <p>Reviewer 1 stated this benchmark coverage 2 points higher, noting "lots of practice with triangles and quadrilaterals."</p> <p>Reviewer 2, on the other hand, states that "Examples classify more than what is necessary. Addresses various polygons not addressed in the BEST standards."</p> <p>HMH Response: Polygons shown are review material, and are also used in 3D prisms; such as the right pentagonal prism on p.491.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Lesson 14.4, p. 491<br/> <a href="https://www.hmhco.com/C10_Multiply_Fraction/576f98cf03b5">https://www.hmhco.com/C10_Multiply_Fraction/576f98cf03b5</a></p>   |   |

|    | F                                                                                                                   | G                                                              | H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | I                                                                                                                                    |
|----|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| 9  | <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SEns.pdf?custom_correlation_id=a541362b-c5cb-11ec-866f-</p> | <p><b>Lesson aligns with benchmark expectations.</b></p>       | <p>Lesson aligns.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                      |
| 10 | <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SEns.pdf?custom_correlation_id=a541362b-c5cb-11ec-866f-</p> | <p>Link and information provided do not address benchmark.</p> | <p>In Lesson 14.1, twenty and Classify Two-Dimensional Figures, students classify triangles as scalene, isosceles, equilateral, acute, obtuse and right by sides and angles. This lesson also includes the classification of quadrilaterals by defining attributes, including parallelograms, rhombi, rectangles, squares and trapezoids. Problem 12 on p. 476 and Problem 6 on p.477 have students use diagrams to show why quadrilaterals belong or do not belong to a category. In Lesson 14.2, Classify Triangles, students continue to classify as scalene, isosceles, equilateral, acute, obtuse and right triangles. Students explain why an equilateral triangle is also a regular polygon on p. 479 and explain why they cannot draw a right equilateral triangle on p. 480. Problem 6 on p. 481 has students identifying and explaining which triangle does not belong. In, Lesson 14.3, Classify Quadrilaterals, students use attributes to classify and compare parallelograms, rhombi, rectangles, squares, and trapezoids. Students explain how trapezoids and parallelograms are different on p. 485. They use a</p> | <p><a href="https://hmhco.box.com/s/u1p102zmw992ds0qd2wnu5qfvg9puca">https://hmhco.box.com/s/u1p102zmw992ds0qd2wnu5qfvg9puca</a></p> |

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|----|----------------------------|---|--|---|
| 10 | Lesson aligns to benchmark | 9 |  | J |
|    |                            |   |  | K |
|    |                            |   |  | L |

|    | A                                                                                                                                                                                                                                           | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | D                                                                                                                                                                                                                                                                                                                      | E |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 11 | <p>MA.5.GR.1.2<br/>Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.</p> | n/a | <p>Reviewer 1 rated this benchmark coverage a full 3 points higher at a 5, noting that there is "adequate coverage of 3-d figures."<br/>Reviewer 2 states "Extraneous material in lesson. Examples should be limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres."<br/>HMH Response: Pentagonal prism with equal sides and angles that are shown are right prisms, which are included in the benchmarks. p. 491.</p>                                                           | Lesson 14.4, p. 491<br><a href="https://www.hmhco.com/C10_Multiply_Fraction_576f98cf03b5">https://www.hmhco.com/C10_Multiply_Fraction_576f98cf03b5</a>                                                                                                                                                                 |   |
| 12 | <p>MA.5.GR.2.1<br/>Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.</p>                                                                                                 | n/a | <p>Reviewer 1 states "Chapter 10, Lesson 5 is not in 5th grade standards; perhaps middle school?"<br/>HMH Response: This shows benchmarks NOT taught in isolation and is an example of a problem-solving lessons that demonstrates how to solve benchmarks 5.FR.2.2 and 5.FR.2.3. Examples of fractional and decimal side lengths in Lessons 13.1, p.447-450 and 13.2, p.453-456<br/>Reviewer 2 rated this benchmark coverage 2 points higher with a 4, noting "Questions cover both fractional and decimal side lengths."</p> | Lesson 10.5, p.363<br><a href="https://www.hmhco.com/C10_Multiply_Fraction_576f98cf03b5">https://www.hmhco.com/C10_Multiply_Fraction_576f98cf03b5</a><br>Lesson 13.1, pp. 447-450<br><a href="https://www.hmhco.com/C13_Perimeter_and_Area_576f98cf03b5">https://www.hmhco.com/C13_Perimeter_and_Area_576f98cf03b5</a> |   |



|    |                                                |   |   |
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|    | J                                              | K | L |
| 11 | Benchmark vocabulary not referenced in lesson. |   |   |
| 12 | Lessons provided aligns to benchmark           |   |   |

| A                                                                                                                                                                                     | B   | C                                                                                                                                                                                                                                                                                                                                                                        | D                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | E |
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| <p>MA.5.GR.4.1<br/>Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.</p>                             | n/a | <p>Reviewer 1 states that in Lesson 17.3, p.591, students write the ordered pairs to find the rule.<br/>HMH Response: This is also an example of using standards together and not in isolation. (with 5.GR.4.1 and 5.GR.4.2)<br/>Reviewer 2 rated this benchmark coverage 2 points higher with a 4, notes "Materials fairly instruct how to plot and label points ."</p> | Lesson 17.3 p. 591<br><a href="https://www.jmhco.com/C17_Graphs_and_Pat_a7d422cc62c4">https://www.jmhco.com/C17_Graphs_and_Pat_a7d422cc62c4</a>                                                                                                                                                                                                                                                                                                                              |   |
| <p>MA.5.M.1.1<br/>Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.</p>                | n/a | <p>Reviewer 2 states: Conversion included length, volume, and capacity; however, there were no time conversion present."<br/>HMH Response: One simple time conversions is included in 16.3, p.563, but this absence was noted in the errata process and will be corrected on the next printing.</p>                                                                      | Lesson 16.3. p.563<br><a href="https://www.jmhco.com/C16_Convert_Units_of_af64af7b386ad2">https://www.jmhco.com/C16_Convert_Units_of_af64af7b386ad2</a>                                                                                                                                                                                                                                                                                                                      |   |
| <p>MA.5.NSO.1.1<br/>Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.</p> | n/a | <p>Reviewer 1 stated that there is "not enough attention to this standard, only addressed in one lesson."<br/>HMH Response: More examples exist with other standards, as shown in Lesson 3.1, p. 83, Lesson 5.1, p. 149 and Lesson 7.1 p. 219</p>                                                                                                                        | Lesson 3.1, p. 83<br><a href="https://www.jmhco.com/C03_Place_Value_and_95a2dd181d23">https://www.jmhco.com/C03_Place_Value_and_95a2dd181d23</a><br>Lesson 5.1, p.149<br><a href="https://www.jmhco.com/C05_Multiply_Decimal_c5cb-11ec-b70b-714ac8">https://www.jmhco.com/C05_Multiply_Decimal_c5cb-11ec-b70b-714ac8</a><br>Lesson 7.1, p.219<br><a href="https://www.jmhco.com/C07_Divide_Decimal_d7c77ddd61c1d">https://www.jmhco.com/C07_Divide_Decimal_d7c77ddd61c1d</a> |   |



|    | F                                                                                                                                                                                                                                      | G                                                                                                               | H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | I                                                                                                                                   |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 13 | /content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_errs.pdf?custom_correlation_id=0b4f9e24-c5cb-11ec-b420-                                                                                                                        | It is not the expectation of the benchmarks identified for students to write a rule to describe a relationship. | Lesson 17.3 focuses on the connection of the number line to the x-axis and y-axis and the first number in the ordered pair as the input and the second number as the output. In Lesson 17.4, Students extend their knowledge of rules and patterns acquired in earlier lessons correlating to 5.AR.3.1 and 5.AR.3.2 to plot and label whole-number ordered pairs in the first quadrant of the coordinate plane on pages 597, 598, 599, and 601. Problem 8 on p.600 and Problem 5, on p.602 have students using two-column tables to identify coordinates for a coordinate plane. Lesson 17.5, focuses on identifying whole-number ordered pairs and plotting points with connection of the number line to the x-axis and y-axis. Students use their understanding of inputs and outputs to explain why an ordered pair is incorrect in Problem 28 on p. 606. In Lesson 17.6, students use a two-column table to organize data collected in an experiment and then display the data on a coordinate plane. Students write and plot the points for each ordered pair. | <a href="https://nhhco.box.com/s/2afccp1b74ujul9n2rq3dlia46vc09">https://nhhco.box.com/s/2afccp1b74ujul9n2rq3dlia46vc09</a>         |
| 14 | /content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_Measure.pdf?custom_correlation_id=ffa132ba-c5cb-11ec-9255-                                                                                                                     |                                                                                                                 | Lesson 17.3 p. 591<br>In Lesson 16.3 there are many examples of conversions within a single system, including length, volume, capacity, and time.<br>Lesson 16.3, pp. 563, 564, 565, 566                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <a href="https://nhhco.box.com/s/kcet5cuw62v2q8fotquusdljm2vtun7jgw">https://nhhco.box.com/s/kcet5cuw62v2q8fotquusdljm2vtun7jgw</a> |
| 15 | /content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SEs_and_Whole_Numbers.pdf?custom_correlation_id=5f08119e-9a7a19<br><br>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE.pdf?custom_correlation_id=775f4cf2-c5cb-11ec-b70b- | Examples provided align to benchmark expectations.                                                              | Lesson aligns.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                     |

|    | J                                                                                                                                                         | K | L |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 13 | Lesson 17.3 still asks students to write a rule which is not an expectation in either of the identified benchmarks. All other lessons align to benchmark. |   |   |
| 14 | Lesson aligns to benchmark                                                                                                                                |   |   |
| 15 |                                                                                                                                                           |   |   |

|    | A                                                                                                                                                                                                                                                                         | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                            | D                                                                                                                                                                                                                                                                                                                                                                        | E |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 16 | <p>MA.5.NSO.1.2</p> <p>Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.</p>                                                                                                                          | n/a | <p>While Reviewer 2 rated this benchmark coverage 2 points higher, giving it a 4, noting "Materials address the standard fully."</p> <p>HMH Response: There is limited items on using expanded notation," Reviewer 1 stated, "only one lesson for a concept that requires more attention." However, there are further examples in Lessons 3.1, 3.2, and 3.3 of using multiple forms of numbers.</p>                                                          | <p>Lessons 3.1, 3.2, and 3</p> <p><a href="https://www.hmhco.com_C03_Practice_Value_and_95a2dd181d23">https://www.hmhco.com_C03_Practice_Value_and_95a2dd181d23</a></p>                                                                                                                                                                                                  |   |
| 17 | <p>MA.5.NSO.1.3</p> <p>Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations.</p> | n/a | <p>While Reviewer 2 rated this benchmark coverage 3 full points higher with a 5, stating "Materials addressed the standard fully with multiple ways to depict composition and decomposition," Reviewer 1 stated that there is not enough content to support this concept."</p> <p>HMH Response: Decimal composition and decomposition are covered in Lesson 3.2 and 3.3 with models, by drawing, in place value tables, and by relating it to fractions.</p> | <p>Lesson 3.1, 83-88; Less</p> <p><a href="https://www.hmhco.com_C03_Practice_Value_and_95a2dd181d23">https://www.hmhco.com_C03_Practice_Value_and_95a2dd181d23</a></p>                                                                                                                                                                                                  |   |
| 18 | <p>MA.5.NSO.1.5</p> <p>Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.</p>                                                                                                                                    | n/a | <p>Reviewer 2 stated that "Instruction does meet the standard."</p> <p>HMH Response: This benchmark is completely covered in Lesson 3.5, p.107 and there is no expectation in the benchmark or clarifications that number lines should be used</p>                                                                                                                                                                                                           | <p>Lesson 3.5, p.107</p> <p><a href="https://www.hmhco.com_C03_Practice_Value_and_95a2dd181d23">https://www.hmhco.com_C03_Practice_Value_and_95a2dd181d23</a></p>                                                                                                                                                                                                        |   |
| 19 | <p>MA.5.NSO.2.1</p> <p>Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.</p>                                                                                                                                               | n/a | <p>Reviewer 1 states, "Instruction does not include practice of various algorithms".</p> <p>HMH Response: Lesson 1.1 covers this standard completely as there is not a need to have various algorithms according to the benchmark. That being said, Lessons 2.5 and 2.6 bar models are used as an instructional method as well.</p>                                                                                                                          | <p>Lesson 1.1, p.7</p> <p><a href="https://www.hmhco.com_C01_Understand_Multitition_id=1fe07103-1f9b-">https://www.hmhco.com_C01_Understand_Multitition_id=1fe07103-1f9b-</a></p> <p>Lessons 2.5 and 2.6, p</p> <p><a href="https://www.hmhco.com_C02_Practice_Multiplic_id=cc0d7d23-05e6-45d">https://www.hmhco.com_C02_Practice_Multiplic_id=cc0d7d23-05e6-45d</a></p> |   |

|                                                                                                                                                                                                                                                                                                                                                                                                    | F                                                                                                                                                                                                                                                               | G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | H                                                                                                                                      | I |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---|
| <p>3.pp.83-100, pp.95-100<br/> <a href="#">/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_Decimals.pdf?custom_correlation_id=4365a37a-c5cb-11ec-9dd9-</a></p>                                                                                                                                                                                                                             | <p>There is limited evidence of multi-digit numbers extending beyond the ones place.</p>                                                                                                                                                                        | <p>Students revisit 5.NSO.1.2 in Lesson 5.4 when they demonstrate understanding of expanded form and place value of decimals by multiply a multi-digit decimal and a whole number using expanded form.<br/> Lesson 5.4, p.167, 168, 169, 170, 171</p>                                                                                                                                                                                                                              | <p><a href="https://hmhco.box.com/s/6duhvnlA5xhbcc09ymg8z7gaddqlux9k">https://hmhco.box.com/s/6duhvnlA5xhbcc09ymg8z7gaddqlux9k</a></p> |   |
| <p>Lesson 3.2, pp. 89-94; Lesson 3.3, pp.95-100<br/> <a href="#">/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_Decimals.pdf?custom_correlation_id=4365a37a-c5cb-11ec-9dd9-</a></p>                                                                                                                                                                                                       | <p>There are examples that show that the lessons meet benchmark expectations.</p>                                                                                                                                                                               | <p>Lesson aligns.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                        |   |
| <p><a href="#">/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_Decimals.pdf?custom_correlation_id=4365a37a-c5cb-11ec-9dd9-</a></p>                                                                                                                                                                                                                                                         | <p>Lesson aligns to benchmark expectation.</p>                                                                                                                                                                                                                  | <p>Lesson aligns.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                        |   |
| <p><a href="#">/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_Application_and_Division_of_Whole_Numbers.pdf?custom_correlation_id=489f-a081-b9354060d528</a><br/> <p>489f-a081-b9354060d528<br/> p.63-74<br/> <a href="#">/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_Application_and_Division_of_Whole_Numbers.pdf?custom_correlation_id=489f-a081-b9354060d528</a></p> </p> | <p>Although there is no need for a students to have various algorithms, however the expectation to expose students to various algorithms so that they can determine which method they prefer to use. Evidence provided does not met benchmark expectations.</p> | <p>Students have multiplied multi-digit numbers in Grade 4, so in Lesson 1.1, students extend and apply that knowledge. Students estimate and then find the product of multi-digit whole numbers. Problems 3–33 do not specify that students must use a standard algorithm to find the product. Students have learned various methods in previous grades and can apply the method of choice while multiplying multi-digit numbers in Grade 5.<br/> Lesson 1.1, p.9, 10, 11, 12</p> | <p><a href="https://hmhco.box.com/s/lie67y3msqphca5iyu,ic90vw2g1h54j">https://hmhco.box.com/s/lie67y3msqphca5iyu,ic90vw2g1h54j</a></p> |   |

|    | J                                                                                                                                                                                                                                                                                     | K | L |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 16 | Different lesson presented this round- information provided does not address benchmark                                                                                                                                                                                                |   |   |
| 17 |                                                                                                                                                                                                                                                                                       |   |   |
| 18 |                                                                                                                                                                                                                                                                                       |   |   |
| 19 | With students only being shown partial products it can be seen that that is the strategy to be used for the entire lesson. If students are not required to use a particular method that should be stated. Student 4th grade instruction and retention of content may not be the same. |   |   |

|    | A                                                                                                                                                                                              | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | D                                                                                                                                                                                                                                                                                                                                                                                 | E |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 20 | <p>MA.5.NSO.2.2</p> <p>Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.</p> | n/a | <p>While Reviewer 1 rated this benchmark coverage 3 points higher with a 5, and noted "Multiple representations used," Reviewer 2 stated that "good use of partial quotient initially then it leans into long division standard algorithm for the rest of the division practice."</p> <p>HMH Response: Other methods are used, such as quick pictures in Lesson 1.2, partial quotients in Lesson 1.3, the standard algorithm in Lesson 2.1, interpreting remainders and writing them as fractions in Lesson 2.2, and adjust quotients in Lesson 2.3.</p> | <p>Lesson 1.1</p> <p><a href="https://www.hmhco.com/_C01_Understand_Multiplication_id=1fe07103-1f9b">https://www.hmhco.com/_C01_Understand_Multiplication_id=1fe07103-1f9b</a></p> <p>Lesson 2.5 and 2.6</p> <p><a href="https://www.hmhco.com/_C02_Practice_Multiplication_id=ec0d7d23-05e6-456">https://www.hmhco.com/_C02_Practice_Multiplication_id=ec0d7d23-05e6-456</a></p> |   |
| 21 |                                                                                                                                                                                                |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                   |   |

|                                                                                                                                                                                                                                                                                                                                                                                                                          | F                                                                                                         | G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | H                                                                                                                                                                    | I |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <p data-bbox="1055 100 1242 735">/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE<br/>           iplication_and_Division_of_Whole_Numbers.pdf?custom_correl<br/>           a-489f-a081-b9354060d528</p> <p data-bbox="1055 100 1128 735">/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE<br/>           cation_and_Division_of_Whole_Numbers.pdf?custom_correlat<br/>           ion-a199-47205a741bd1</p> | <p data-bbox="1136 745 1185 1029">No evidence of representing<br/>           remainders as fractions.</p> | <p data-bbox="966 1045 1469 1386">Students represent remainders as fractions, not in simplest form, for all problems with remainders throughout the following lessons. In Lesson 1.3, Partial Quotients, students divide multi-digit whole numbers by 2-digit divisors using partial quotients. In Lesson 2.1, Divide by 2-Digit Divisors, divide multi-digit whole numbers by 2-digit divisors using standard algorithm. In Lesson 2.2, Interpret the Remainder, students represent the remainder as a fraction and interpret the remainder based on the problem situation. Lesson 2.3, Adjust Quotients, students estimate quotients for division of multi-digit whole numbers by 2-digit divisors using standard algorithm.</p> <p data-bbox="852 1045 941 1333">Lesson 1.3, p.19, 20, 21, 22<br/>           Lesson 2.1, p.39, 40, 41, 42<br/>           Lesson 2.2, p.45, 47, 48, 49<br/>           Lesson 2.3, p.51, 52, 53, 55</p> | <p data-bbox="1128 1396 1193 1648"><a href="https://hmhco.box.com/s/7wge0xbnmqobbj8im4jor172e109xio">https://hmhco.box.com/s/7wge0xbnmqobbj8im4jor172e109xio</a></p> |   |
| 20                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                      |   |
| 21                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                      |   |

|    |                                                               |  |  |
|----|---------------------------------------------------------------|--|--|
|    | <p style="text-align: center;">Lesson aligns to benchmark</p> |  |  |
| 20 |                                                               |  |  |
| 21 |                                                               |  |  |

J

K

L



**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>

**Sent:** Tuesday, May 17, 2022 8:30 AM EDT

**To:** Harvey, Ashley; Starling, Courtney

**CC:** Duncan, Patricia; Seeds, Cathy

**Subject:** RE: HMH initial appeal call

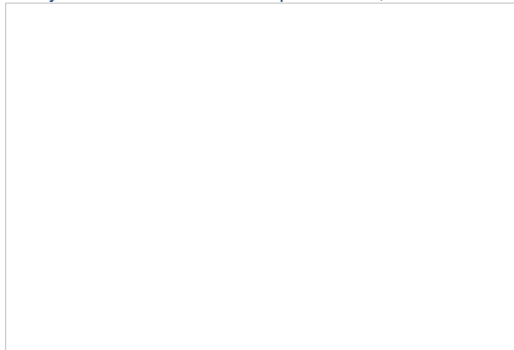
**Attachment(s):**

"image002.png", "image003.png", "image004.jpg", "image005.jpg", "image006.jpg", "image007.png", "image008.jpg", "image009.png", "image010.png"

Thanks, Ashley!

Is the issue for the grade 1 quarter standard that they don't show both sides of the quarter as stated in the clarification?

If they stuck the back side of a quarter here, next to the other quarter, would this be sufficient?



I'm trying to come up with a quick solution so that we can get this one moved to green.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Harvey, Ashley <Ashley.Harvey@fldoe.org>

**Sent:** Monday, May 16, 2022 4:26 PM

**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Starling, Courtney <Courtney.Starling@fldoe.org>

**Cc:** Duncan, Patricia <Patricia.Duncan@fldoe.org>

**Subject:** RE: HMH initial appeal call

Hey Amber,

There is still one concern in grade 1. Otherwise everything else is fine.

All the best,

Ashley M. Harvey  
Elementary Math Specialist  
Office of STEAM  
Bureau of Standards & Instructional Support  
Florida Department of Education  
850.245.0067

*A gentle answer turns anger away, but mean words stir up anger.*

DOE

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Sent:** Monday, May 16, 2022 11:29 AM

**To:** Harvey, Ashley <Ashley.Harvey@fldoe.org>; Starling, Courtney <Courtney.Starling@fldoe.org>

**Cc:** Duncan, Patricia <Patricia.Duncan@fldoe.org>

**Subject:** FW: HMH initial appeal call

Hi ladies,

Here are, hopefully, the final updates for HMH. They've already been conditionally approved and are on the green list so these aren't high priority they way that they were last week. Please review and mark your comments/approvals for the remaining pending standards.

Thank you!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Friday, May 13, 2022 4:18 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

Hello Amber! Pardon my delay in responding, but both Tavi and I were out of the office today, but in checking my email this afternoon, I saw yours. Thank you, thank you!

Attached are the final changes/responses for Grades 1 and 5. If you need anything further from us, please don't hesitate to let us know

Thank you again, and have a wonderful weekend!

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
hnhco.com

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, May 13, 2022 2:51 PM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

This message originated from outside your organization

Hi Lisa and Tavi,

We are happy to report that HMMs K-5 series, 6 accelerated, and the two pre-calculus bids are now on the adoption list! We look forward to seeing your final and approved updates for the pending standards in the K-5 series. It's been a pleasure working with you throughout the appeal process.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Thursday, May 12, 2022 10:34 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

Thank you Amber, I'll forward this information to our team.

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Thursday, May 12, 2022 10:32 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

This message originated from outside your organization

Hi all,

Content specialists have reviewed your submissions and we've scheduled a call for this afternoon at 1:00 PM to discuss. Please note that we are only addressing standards in grade 1 and grade 5. Standards for grade 6 accelerated have been fully approved. I've attached the spreadsheet with the most recent comments. Anything marked in green is approved and no further action is needed. Anything marked in red needs further discussion/edits.

Please see below for the link to the meeting invite.

HMH - Appeal call  
Thu, May 12, 2022 1:00 PM - 1:30 PM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**  
<https://meet.goto.com/305173301>

**You can also dial in using your phone.**  
United States (Toll Free): [1 877 309 2073](tel:18773092073)  
United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 305-173-301

**Join from a video-conferencing room or system.**  
Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](http://inroomlink.goto.com)  
Meeting ID: 305 173 301  
Or dial directly: [305173301@67.217.95.2](tel:305173301@67.217.95.2) or [67.217.95.2##305173301](tel:67.217.95.2##305173301)

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature



---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Tuesday, May 10, 2022 3:47 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Amber - Thank you. I will advise the team.

Thanks,  
Tavi

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

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**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Tuesday, May 10, 2022 3:42 PM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

This message originated from outside your organization

Hi Tavi,

Please make the changes in your digital platform. Once we can see that they've been made we can seek leadership approval.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, May 9, 2022 4:41 PM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

Hi Amber,

Our submission to DOE included .pdfs of the changes we intended to make to address the issues related to inclusion of special topics. We believed that we would hear from DOE first, and then we would make the changes. If DOE desires for us to make the changes first, please let us know, and we will immediately make the changes on our digital content platform. Just let us know.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Monday, May 9, 2022 3:41 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

Hi Amber, thank you for reaching out. We will look into this and respond shortly.

Best,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)



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**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, May 9, 2022 3:40 PM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

This message originated from outside your organization

Hi Lisa,

I'm looking at the special topics concerns that reviewers have noted. I see on the link on the spreadsheet that these sections have been marked up for removal. However, when I look at the section on your digital platform, the section marked for removal is still there. Do you know when these will be removed from your digital platform?

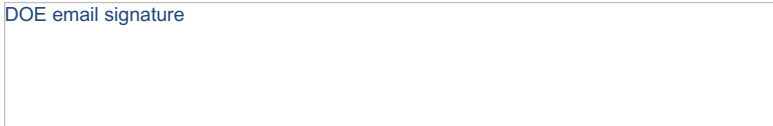
For example, for Kindergarten, this is what I see in the materials (the green box is marked for removal on the spreadsheet):



Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature



---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Thursday, April 28, 2022 9:52 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

Dear Lauren,

Thank you for providing us with appeal template. On behalf of HMM, I am sending you the completed Appeal files for the following:

- HMM Florida's B.E.S.T. Go Math! Grade K
- HMM Florida's B.E.S.T. Go Math! Grade 1
- HMM Florida's B.E.S.T. Go Math! Grade 2
- HMM Florida's B.E.S.T. Go Math! Grade 5
- HMM Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**

<https://www.hmhco.com/ui/login/?connection=91005680>

**State:** EVALUATOR

**District:** FL K-12 Math Review-91005680

**Teacher Username:** FL-DemoTeacher1

**Teacher Password:** TheBEST!!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Tuesday, April 26, 2022 12:01 PM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

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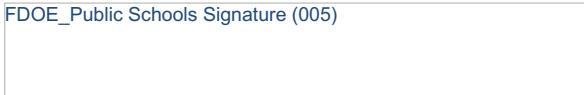
Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)



---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, April 25, 2022 9:53 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radevlaw.com](mailto:dparker@radevlaw.com)>  
**Subject:** HMH initial appeal call

This message originated from outside your organization

Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

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United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 547-145-269

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Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](http://inroomlink.goto.com)

Meeting ID: 547 145 269

Or dial directly: [547145269@67.217.95.2](tel:547145269@67.217.95.2) or [67.217.95.2##547145269](tel:67.217.95.2##547145269)

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

**From:** Harvey, Ashley <Ashley.Harvey@fldoe.org>  
**Sent:** Wednesday, May 04, 2022 6:08 PM EDT  
**To:** Starling, Courtney; Hamilton, Lauren; Duncan, Patricia  
**CC:** Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia  
**Subject:** RE: HMH initial appeal call  
**Attachment(s):** "Copy of HMH FL Go Math Appeal G5A.xlsx","Copy of HMH FL Go Math Appeal G1 (002)A.xlsx","image001.png","image002.png","image003.jpg","image004.png"

Good evening,

Here are the MHM reviews for Grade 1 and Grade 5. Please let me know if there is anything else needed.

All the best,

Ashley M. Harvey  
Elementary Math Specialist  
Office of STEAM  
Bureau of Standards & Instructional Support  
Florida Department of Education  
850.245.0067

*A gentle answer turns anger away, but mean words stir up anger.*

DOE

---

**From:** Starling, Courtney <Courtney.Starling@fldoe.org>  
**Sent:** Wednesday, May 4, 2022 10:34 AM  
**To:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Duncan, Patricia <Patricia.Duncan@fldoe.org>  
**Cc:** Harvey, Ashley <Ashley.Harvey@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Subject:** RE: HMH initial appeal call

Hi Lauren,

Attached are notes for the Grade 6 Accelerated course. Please let me know if you have any questions.

Courtney Starling  
Secondary Mathematics Specialist  
Office of STEAM  
Bureau of Standards and Instructional Support  
Florida Department of Education  
850.245.9066

cid:3a93a98a-7611-4546-85ea-0f8eb73bedc5

Please note that Florida has a very broad public records law. Most written communications to or from state officials are public records available to the public and media upon request.

---

**From:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>  
**Sent:** Friday, April 29, 2022 7:45 AM  
**To:** Duncan, Patricia <Patricia.Duncan@fldoe.org>  
**Cc:** Starling, Courtney <Courtney.Starling@fldoe.org>; Harvey, Ashley <Ashley.Harvey@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Subject:** FW: HMH initial appeal call

Good morning ladies,

Please see the three attached spreadsheets for standards review from HMH. I spot checked the links and they all seem to take you straight to the standard/material in question.

Please make sure you are logged into HMH's online portal on your browser prior to opening any of the links on the spreadsheet.

Here is the info to log in:

**FL Evaluator Account:**  
<https://www.bmhco.com/ui/login/?connection=91005680>



**Teacher Username:** FL-DemoTeacher1

**Teacher Password:** TheBEST1!

If you have any issues with any links, I am happy to assist.

Thank you again for all your hard work in getting these moving!

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>

**Sent:** Thursday, April 28, 2022 9:52 PM

**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

Dear Lauren,

Thank you for providing us with appeal template. On behalf of HMH, I am sending you the completed Appeal files for the following:

HMH Florida's B.E.S.T. Go Math! Grade K  
HMH Florida's B.E.S.T. Go Math! Grade 1  
HMH Florida's B.E.S.T. Go Math! Grade 2  
HMH Florida's B.E.S.T. Go Math! Grade 5  
HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**

<https://www.hnhco.com/ui/login/?connection=91005680>

**State:** EVALUATOR

**District:** FL K-12 Math Review-91005680

**Teacher Username:** FL-DemoTeacher1

**Teacher Password:** TheBEST1!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,  
Lisa

---

**Lisa Jacobson**

Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**

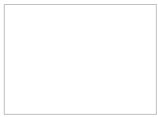
125 High Street

Boston, MA 02110

Office: 617.351.5415

[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)

hnhco.com



---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Tuesday, April 26, 2022 12:01 PM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

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Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, April 25, 2022 9:53 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** HMM initial appeal call

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Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**

<https://meet.goto.com/547145269>

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United States (Toll Free): [1 877 309 2073](tel:18773092073)

United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 547-145-269

**Join from a video-conferencing room or system.**

Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](https://inroomlink.goto.com)

Meeting ID: 547 145 269

Or dial directly: [547145269@67.217.95.2](tel:547145269@67217952) or [67.217.95.2###547145269](tel:67217952###547145269)

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

|   | A                                                                                                                                                                                                                                                                                          | B                                        | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | D | E | F |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| 1 | <u>COURSE #5012030_HMH Florida's B.E.S.T. Go Math! Grade 1</u>                                                                                                                                                                                                                             |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |   |   |
| 2 | <u>BID 455</u>                                                                                                                                                                                                                                                                             |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |   |   |
| 3 | Standard Below 3<br>(if applicable)                                                                                                                                                                                                                                                        | Special Topic Concern<br>(if applicable) | Publisher Correction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |   |   |
| 4 | n/a                                                                                                                                                                                                                                                                                        | n/a                                      | <p><b>HMH Overall Response:</b> After collecting and analyzing all the scores provided by the reviewers on Grade 1, we believe there was an error in calculations with the scores and that this grade did in fact score a 4. Nonetheless, we have provided responses to any standards where at least one reviewer scored us a 3 or below.</p> <p>Reviewer 1 rates us a 5 here and indicates that " Items focus on true and false. There is a mix of operations being related on both sides of the question as well as opportunities for multiple addends.</p> <p>Reviewer 2s, on the other hand, states that there were too many terms in the equations. They indicated that "The Listen and Draw on p.477, #13 on p.480, and #7 on 481 contain 5 terms, which does not align to the standard and clarifications."</p> <p>HMH Response: There are no more than 3 terms used on one side of an equation. On p. 477; p. 480 and 481 each have only a single equation that shows two terms on one side of the equation and three terms on the other.</p> <p>Additionally, Reviewer 2 wrote that the lesson does "not focus on the meaning of the equal sign.</p> <p>HMH Response: The Math Talk on p. 477 addresses the meaning of the equal sign.</p> |   |   |   |
| 5 | <p>MA.1.AR.2.2</p> <p>Determine and explain if equations involving addition or subtraction are true or false.</p>                                                                                                                                                                          | n/a                                      | <p>Reviewer 2 writes that Clarification 1 calls for students to use "tally marks to skip counting by 5's."</p> <p>HMH Response: Clarification 1 states that students should connect tally marks to counting by 5s, but does not state the expectation that students should skip count tally marks.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |   |   |
| 6 | <p>MA.1.DP.1.1</p> <p>Collect data into categories and represent the results using tally marks or pictographs.</p>                                                                                                                                                                         | n/a                                      | <p>Lesson 16.3<br/>Lesson 16.4<br/><a href="https://www.4701-822a-4">https://www.4701-822a-4</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |   |   |
| 7 | <p>MA.1.GR.1.1</p> <p>Identify, compare and sort two- and three- dimensional figures based on their defining attributes. Figures are limited to circles, semi- circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders.</p> | n/a                                      | <p>Reviewer 2 states that the content contains "informal language" and "is missing critical academic vocabulary as mentioned in the clarifications."</p> <p>HMH Response: the "critical" academic vocabulary is not specifically stated by the FL standards and we use age-appropriate language.</p> <p>Lesson 11.1<br/>Lesson 11.5<br/><a href="https://www.Dimensional">https://www.Dimensional</a><br/>12.1: Classification<br/>12.2: Attribution<br/><a href="http://www.jmhco">www.jmhco</a><br/>Dimensional</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |   |   |

| G | H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | I                                                                                                                                                                                                                                                                                                                                                                                                          | J  |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                            | R  |
| 2 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                            |    |
| 3 | Link to correction in materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Notes                                                                                                                                                                                                                                                                                                                                                                                                      | 1- |
| 4 | n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | MA.1.AR.2.2 Clarification 2: Problem types are limited to an equation with no more than four terms. For questions on pages 480 and 481 there are 5 terms instead of 4. There is not a focus on the meaning of the equal sign within the lesson the evidence provided within the Math Talk does not guarantee that every teacher will realize that is the focus of the lesson and not a supplemental piece. |    |
| 5 | .hmhco.com/content/math/go_math/gl/student/pdf/G1_GoMath_EN_FL_SE_C10_Addition_and_Subtraction_Relationships.pdf?custom_correlation_id=9b5e-235f2ff145f0<br>pp. 477-481 Equal and Not Equal, focuses on True/False and operations on both sides of the equation.<br>hmhco.com/content/math/go_math/gl/student/pdf/G1_GoMath_EN_FL_SE_C10_Addition_and_Subtraction_Relationships.pdf?custom_correlation_id=9b5e-235f2ff145f0<br>pp. 673-678 Tally Marks<br>pp.679-685 Make Tally Marks<br>hmhco.com/content/math/go_math/gl/student/pdf/G1_GoMath_EN_FL_SE_C16_Graphing.pdf?custom_correlation_id=f6e6549e-4187-44b3d09850e | Lesson does align to the benchmark, however DP.1.1 was identified while DP1.2 is listed in the teacher edition. Additionally, question 14 on page is 676 is not clear, instead of having students recreate the total using tally marks, the number should be presented for students recognize the connection.                                                                                              |    |
| 6 | pp. 497-500 Three Dimensional Shapes<br>pp. 500-503 Two-Dimensional Shapes on Three-Dimensional Shapes<br>hmhco.com/content/math/go_math/gl/student/pdf/G1_GoMath_EN_FL_SE_C11_Geometry_Three-Solids.pdf?custom_correlation_id=9ab7c363-029b-41e0-9e51-89f9a6384f6b<br>y and Sort Two-Dimensional Shapes, 533-536<br>utes of Two-Dimensional Shapes, 539-542<br>com/content/math/go_math/gl/student/pdf/G1_GoMath_EN_FL_SE_C12_Geometry_Two-Shapes.pdf?custom_correlation_id=e3e4d929b-6a32-4bca-bc8c-a9ee272db71f                                                                                                         | Lessons align                                                                                                                                                                                                                                                                                                                                                                                              |    |
| 7 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                            |    |

|    | A                                                                                                                                                                                                                                                                      | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | D | E                                                                                                                                                                                                                   | F |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 8  | <p>MA.1.GR.1.2</p> <p>Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.</p>                                                                                                           | n/a | <p>Reviewer 1 states there are limited examples of sketching 2-D figures.</p> <p>HMH Response: This is covered on pp.539-540, which has a table where students identify, draw, and give attributes of the shapes. Additionally, on p.521-526, students draw and identify two-dimensional shapes that compose three-dimensional shapes.</p> <p>Reviewer 2 states that "P-521-526 do not align with the standard at all. It is only 2d shapes based on their attributes, not the attributes of a 3D shape."</p> <p>HMH Response: Attributes of 3-D shapes include 2-D shapes, which are included in Lesson 11.5, pp. 521-526. Classifying two- and three-dimensional shapes are found in Lesson 11.1, 11.5, 12.1, and 12.5.</p> |   | <p>Lesson 12.2<br/> <a href="http://www.jmhcd.org/Dimensional">www.jmhcd.org/Dimensional</a><br/>           Lesson. 11.4<br/> <a href="https://www.jmhcd.org/Dimensional">https://www.jmhcd.org/Dimensional</a></p> |   |
| 9  | <p>MA.1.GR.1.3</p> <p>Compose and decompose two- and three- dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.</p>                                        | n/a | <p>Reviewer 2 states Lesson 12.5 uses fourths instead of semi-circles.</p> <p>HMH Response: The example mentioned uses two quarter circles to make a half circle, which is then composed to make other shapes.</p> <p>Additionally, reviewer 2 writes "There are some good examples of composing and decomposing 2d and 3d shapes . . . it is lacking the much needed vocabulary."</p> <p>HMH Response: From a standards perspective, using academic language and vocabulary is not mentioned.</p>                                                                                                                                                                                                                            |   | <p>Lesson 12.5<br/> <a href="http://www.jmhcd.org/Dimensional">www.jmhcd.org/Dimensional</a></p>                                                                                                                    |   |
| 10 | <p>MA.1.GR.1.4</p> <p>Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.</p> | n/a | <p>Reviewer 1 states that "While there are many examples of real- world objects for stand alone figures (balls, cones, cans, etc.), there are only a few real-world examples of items with multiple identifiable geometric figures . . ." In most other examples, they are identifying the geometric figures in composed shapes.</p> <p>HMH Response: The composite figures were included; however because of their age appropriateness for Grade 1 students. The approach also meets the standard as it is written.</p>                                                                                                                                                                                                      |   | <p>Lesson 11.2<br/> <a href="https://www.jmhcd.org/Dimensional">https://www.jmhcd.org/Dimensional</a></p>                                                                                                           |   |
| 11 | <p>MA.1.M.1.1</p> <p>Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.</p>                                                                                                                      | n/a | <p>Reviewer 1 gave us a positive score of 5--a difference of 3 points from Reviewer 2. This reviewer specifically said "Items align to the standard for estimation."</p> <p>Reviewer 2, on the other hand, states that "The clarifications were clear that students would be estimating with inches. Chapter 14 Lesson 3 focuses on estimating with centimeters."</p> <p>HMH Response: The standard is written as follows "Measure the length of an object to the nearest inch or centimeter" so the content as presented meets the standards as they are written.</p> <p>Additionally, reviewer 2 was concerned that non-standard units are used for estimating.</p>                                                         |   | <p>Lessons 14,<br/> <a href="https://www.jmhcd.org/4a93-8">https://www.jmhcd.org/4a93-8</a></p>                                                                                                                     |   |

|    | G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | H                                                                                                                                                                                                                                                                                                                              | I | J |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 8  | <p>p.539, p.540<br/> <a href="http://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C12_Geometry_Two-Shapes.pdf?custom_correlation_id=c3ced929b-6a32-4bca-bc8c-a9ee272db71f">.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C12_Geometry_Two-Shapes.pdf?custom_correlation_id=c3ced929b-6a32-4bca-bc8c-a9ee272db71f</a><br/>           pp. 521-526<br/> <a href="http://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C11_Geometry_Three-Solids.pdf?custom_correlation_id=d0b0ee0d-6a4e-4944-82df-07df0acf8a66#page=29">.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C11_Geometry_Three-Solids.pdf?custom_correlation_id=d0b0ee0d-6a4e-4944-82df-07df0acf8a66#page=29</a></p> | <p>There are limited opportunities for students to create the own drawings and sketches within the lessons. In lesson 11.5, stutens can draw the shape indentifies instead of circling.</p>                                                                                                                                    |   |   |
| 9  | <p>pp. 557-560 Create New Two-Dimensional Shapes<br/> <a href="http://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C12_Geometry_Two-Shapes.pdf?custom_correlation_id=c3ced929b-6a32-4bca-bc8c-a9ee272db71f">.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C12_Geometry_Two-Shapes.pdf?custom_correlation_id=c3ced929b-6a32-4bca-bc8c-a9ee272db71f</a></p>                                                                                                                                                                                                                                                                                                                                                        | <p>The expectation of the benchmark is not to compose 2 quarter circles to make a semi-circle. Benchmark language for figures used should be incorporated within the lesson (semi-circle, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders).</p>                           |   |   |
| 10 | <p>p. 503 Combine Three-Dimensional Shapes<br/> <a href="http://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C11_Geometry_Three-Solids.pdf?custom_correlation_id=9ab7c363-029b-41e0-9e51-89f9a6384f6b">.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C11_Geometry_Three-Solids.pdf?custom_correlation_id=9ab7c363-029b-41e0-9e51-89f9a6384f6b</a></p>                                                                                                                                                                                                                                                                                                                                                            | <p>Limited information provided to show evidence of alignment.</p>                                                                                                                                                                                                                                                             |   |   |
| 11 | <p>11. 14.2, 14.3, 14.4, pp.595-616<br/> <a href="http://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C14_Measurement.pdf?custom_correlation_id=8fad097b-24e-8f6ee1824d25">.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C14_Measurement.pdf?custom_correlation_id=8fad097b-24e-8f6ee1824d25</a></p>                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Estimates should be to the nearest inch, while measurements should include inches and centimeters. Using one color marker to represent the 1-inch estimate would be more appropriate instead of switching from blue to red, when only the blue marker was given the specification (pages 596- 598, as well as 599-600).</p> |   |   |





|    | G                                                                                                                                                                                                                                                                                                                      | H                                                                                                                                                                                                                        | I | J |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 12 | <p>.p. 607, Lesson 14.5, p. 609<br/> .hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C14_Measurement.pdf?custom_correlation_id=8fad097b-24e-8f6ee1824d25</p>                                                                                                                                         | <p>To meet the expectation of the benchmark, students should be measuring objects. It is also an expectation that the comparison of 2 objects to another should be included within the instruction of the benchmark.</p> |   |   |
| 13 | <p>1-15.5, pp.631-652<br/> .hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C15_Time.pdf?custom_correlation_id=e34a30c2-3daf-495e-31a7e40</p>                                                                                                                                                         | <p>Lessons aligns to the benchmark, however lesson 1.5.3 give very minimal connections with partitioning circles and into halves and semi-circles.</p>                                                                   |   |   |
| 14 | <p>9.4, pp. 393-441<br/> .hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C09_Money.pdf?custom_correlation_id=44a42b00-30b4-4fb1-649e38</p>                                                                                                                                                           | <p>Clarificatin 1 of the benchmark states: Instruction includes the recognition of both sides of a coin. The lesson is lacking in stating how many of each coin equal a dollar.</p>                                      |   |   |
| 15 | <p>p. 407<br/> .hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C09_Money.pdf?custom_correlation_id=44a42b00-30b4-4fb1-649e38</p> <p>p. 412 Teacher Edition<br/> .hmhco.com/content/math/go_math/g1/teacher/pdf/G1_GoMath_EN_FL_SE_C09_Money.pdf?custom_correlation_id=bbd0c371-79c6-08f67a62875d</p> | <p>Lesson aligns to the benchmark.</p>                                                                                                                                                                                   |   |   |
| 16 | <p>p.73<br/> p.97<br/> .hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C02_Count_by_Tens_and_Ones.pdf?custom_correlation_id=4d-4f0f-9d94-d927e8236cc7</p>                                                                                                                                            | <p>Examples provided in the lesson are aligned to MA.1.NSO.1.3. Students are not given examples of expanded form in this lesson based on the benchmark expectation.</p>                                                  |   |   |
| 17 | <p>and Lesson 6.10, pp. 297-308<br/> .hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C06_Addition_Strategies.pdf?custom_correlation_id=68824cb-82e4-32a97dd995d9</p>                                                                                                                                 | <p>Instruction of this benchmark should allow students to explore more examples of adding 2 digit and 1 digit numbers, in addition to to combining ones and tens as mentioned in clarification 1.</p>                    |   |   |
| 18 |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                          |   |   |

|   | A                                                                                                                                                                                       | B                                                | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | D                                                                                                                                                                                                                                          |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <u>COURSE #5012070_HMH Florida's B.E.S.T. Go Math  Grade 5</u>                                                                                                                          |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                            |
| 2 | <u>BID 459</u>                                                                                                                                                                          |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                            |
| 3 | <b>Standard Below 3<br/>(if applicable)</b>                                                                                                                                             | <b>Special Topic Concern<br/>(If applicable)</b> | <b>Publisher Correction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Lesson 2.1,<br><a href="https://www.ision_of_V">https://www.ision_of_V</a><br>Lesson 3.3,<br><a href="https://www.F?custom_ct">https://www.F?custom_ct</a><br>Lesson 11.1<br><a href="https://www.correlation">https://www.correlation</a> |
| 4 | MA.5.AR.2.3<br>Determine and explain whether an equation involving any of the four operations is true or false.                                                                         | n/a                                              | Reviewer 2 stated "many questions focus on determining which property is being used, which is not a clarification in the BEST standard.<br>HMH Response: this standard is not taught in isolation and taught throughout Grade 5 in equations; with properties, without, and in other formats. Examples of usage are 2.1, p.42; 3.3, p.98; 3.5, p. 110; 11.1 p. 379, and 11.2 p.386.                                                                                                                                                                                                                                                        | Lesson 11.1<br><a href="https://www.correlation">https://www.correlation</a>                                                                                                                                                               |
| 5 | MA.5.AR.3.2<br>Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.                                                                           | n/a                                              | Reviewer 1 states that instruction is "asking student to write a rule for a given graph."<br>HMH Response: This is an instructional sequence in which students write the ordered pairs to find the rule. This is an example of using standards together and not in isolation (with 5.DP.1.1).<br>Reviewer 2 stated "Most question met the standard except the question in the explore part of Chapter 17 Lesson 2. The pattern does not match the chart."<br>HMH Response: The pattern and the chart match on the aforementioned example.                                                                                                  | Lesson 17.2<br><a href="https://www.om_correlat">https://www.om_correlat</a>                                                                                                                                                               |
| 6 | MA.5.DP.1.1<br>Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.                                                  | n/a                                              | Reviewer 2 states that the pattern does not match the table in 18.1 Explore, p.631.<br>HMH Response: No table was used in the Explore section.<br>Reviewer 2 also states that fractional measurements of 1/8 are use.<br>HMH Response: All line plots show only halves, thirds or fourths as measures-- calculations, within questions may include other fractions.                                                                                                                                                                                                                                                                        | Lesson 18.1<br><a href="https://www.ret_Data.pdf">https://www.ret_Data.pdf</a>                                                                                                                                                             |
| 7 | MA.5.DP.1.2<br>Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.                                | n/a                                              | HMH Response: In the content, range is explicitly defined and demonstrated in Lesson18.2, p.635 and Lesson 18.5, p. 655.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Lesson 18.2<br><a href="https://www.ret_Data.pdf">https://www.ret_Data.pdf</a>                                                                                                                                                             |
| 8 | MA.5.FR.2.2<br>Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability. | n/a                                              | While Reviewer 1 rated this benchmark coverage a full 3 points higher, noting that coverage includes a "use of models," Reviewer 2 states that mixed numbers were "used in comparative lessons only. Students are directed to simplify answers which is not necessary."<br>HMH Response: Extensive mixed number multiplication is shown in Lesson 9.4, p.357 which is a comparison lesson; comparison is essential to multiplying mixed numbers for estimating products and assessing reasonableness. Also performed with area models in Lesson 13.2, p. 453. Both are examples of not showing the standards in isolation (with 5.GR.2.1). | Lesson 9.4,<br><a href="https://www.nd_Mixed_">https://www.nd_Mixed_</a><br>Lesson 13.2<br><a href="https://www.angles_with">https://www.angles_with</a>                                                                                   |

| E | F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | G                                                                                                                   | H  |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----|
| 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                     | R  |
| 2 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                     |    |
| 3 | <p><b>Link to correction in materials</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Notes                                                                                                               | 1- |
| 4 | <p>p. 42<br/> <a href="#">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C02_Practice_Multiplication_and_DWhole_Numbers.pdf?custom_correlation_id=ec0d7d23-05e6-45da-af99-47205a741bd1</a><br/>           p. 98; Lesson 3.5 p. 110<br/> <a href="#">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C03_Place_Value_and_Decimals.pdf?relation_id=4365a37a-c5cb-11ec-9dd9-95a2dd181d23</a><br/>           p. 379, 112, p.386<br/> <a href="#">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C11_Divide_Fractions.pdf?custom_id=be1c477f-c5cb-11ec-8e6f-97fd508f5f60</a></p> | <p>In all examples provided, students have limited opportunities to explain their reasoning for this benchmark.</p> |    |
| 5 | <p>p. 585; Lesson 17.3, p.591<br/> <a href="#">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C17_Graphs_and_Patterns.pdf?custom_id=0b4f9e24-c5cc-11ec-b420-a7d422cc62c4</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>There is no expectation in either benchmarks provided for students to write/ create a rule.</p>                  |    |
| 6 | <p>p. 631<br/> <a href="#">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C18_Collect_Represent_and_Interp?custom_correlation_id=1b070d5b-c5cc-11ec-9e8c-67283c000cdd</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>More information needed.</p>                                                                                     |    |
| 7 | <p>p.638; Lesson 18.5, p.655<br/> <a href="#">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C18_Collect_Represent_and_Interp?custom_correlation_id=1b070d5b-c5cc-11ec-9e8c-67283c000cdd</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Lesson aligns</p>                                                                                                |    |
| 8 | <p>p. 357<br/> <a href="#">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C09_Add_and_Subtract_Fractions_aNumbers_with_Unlike_Denominators.pdf?custom_correlation_id=949888d2-c5cb-11ec-a9a6-3b73d4108379</a><br/>           p.453<br/> <a href="#">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C13_Perimeter_and_Area_of_RectFractional_and_Decimal_Side_Lengths.pdf?custom_correlation_id=d7c1d56d-c5cb-11ec-9f6f-d1b8cf3d1d68</a></p>                                                                                                                                                   | <p>Page 357 not provided. Lesson 13.2 aligns with benchmark expectations.</p>                                       |    |

|                                                                                                                                                                                                                                                | A          | B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | C                                                                                                                                                                   | D |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <p>When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating.</p> <p>MA.5.FR.2.3</p>                                | <p>n/a</p> | <p>Reviewer 2 states that "Examples in the text call for completing an operation to figure out the relative comparison. The BEST standards state that students should be able to focus on estimation and assessing the reasonableness of answers."</p> <p>HMH Response: Students learn estimation and assessing the reasonableness of answers by comparing products using the whole number part of the mixed number. In Lessons 10.3 and 10.4, students use models to compare the size of the product to the size of a factor when multiplying fractions. Students then determine that when you find a part of a part, the product will be less than either part. Finally, students understand that when a fraction is multiplied by a number greater than 1, the product will always be greater than the fraction. Building reasoning about the size of a product will help students determine if their solutions are reasonable or help them make reasonable estimates.</p> | <p>Lessons 10.3<br/><a href="https://www.illustrativemathematics.org/HS-Math/10/10.3/10.3.1">https://www.illustrativemathematics.org/HS-Math/10/10.3/10.3.1</a></p> |   |
| <p>Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.</p> <p>MA.5.GR.1.1</p>                                 | <p>n/a</p> | <p>Reviewer 1 stated this benchmark coverage 2 points higher, noting "lots of practice with triangles and quadrilaterals."</p> <p>Reviewer 2, on the other hand, states that "Examples classify more than what is necessary. Addresses various polygons not addressed in the BEST standards."</p> <p>HMH Response: Polygons shown are review material, and are also used in 3D prisms; such as the right pentagonal prism on p.491.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Lesson 14.4<br/><a href="https://www.illustrativemathematics.org/HS-Math/10/14.4/14.4.1">https://www.illustrativemathematics.org/HS-Math/10/14.4/14.4.1</a></p>  |   |
| <p>Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.</p> <p>MA.5.GR.1.2</p> | <p>n/a</p> | <p>Reviewer 2 states "Extraneous material in lesson. Examples should be limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres."</p> <p>HMH Response: Pentagonal prism with equal sides and angles that are shown are right prisms, which are included in the benchmarks, p. 491.</p> <p>Reviewer 1 states "Chapter 10, Lesson 5 is not in 5th grade standards; perhaps middle school?"</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Lesson 14.4<br/><a href="https://www.illustrativemathematics.org/HS-Math/10/14.4/14.4.1">https://www.illustrativemathematics.org/HS-Math/10/14.4/14.4.1</a></p>  |   |
| <p>Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.</p> <p>MA.5.GR.2.1</p>                                                                                                 | <p>n/a</p> | <p>HMH Response: This shows benchmarks NOT taught in isolation and is an example of a problem-solving lessons that demonstrates how to solve benchmarks 5.FR.2.2 and 5.FR.2.3. Examples of fractional and decimal side lengths in Lessons 13.1, p.447-450 and 13.2, p.453-456</p> <p>Reviewer 2 rated this benchmark coverage 2 points higher with a 4, noting "Questions cover both fractional and decimal side lengths."</p> <p>Reviewer 1 states that in Lesson 17.3, p.591, students write the ordered pairs to find the rule.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Lesson 10.5<br/><a href="https://www.illustrativemathematics.org/HS-Math/10/10.5/10.5.1">https://www.illustrativemathematics.org/HS-Math/10/10.5/10.5.1</a></p>  |   |
| <p>Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.</p> <p>MA.5.GR.4.1</p>                                                                                   | <p>n/a</p> | <p>HMH Response: This is also an example of using standards together and not in isolation. (with 5.GR.4.1 and 5.GR.4.2)</p> <p>Reviewer 2 rated this benchmark coverage 2 points higher with a 4, notes "Materials fairly instruct how to plot and label points."</p> <p>Reviewer 1 states: Conversion included length, volume, and capacity; however, there were no time conversion present."</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Lesson 17.3<br/><a href="https://www.illustrativemathematics.org/HS-Math/10/17.3/17.3.1">https://www.illustrativemathematics.org/HS-Math/10/17.3/17.3.1</a></p>  |   |
| <p>Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.</p> <p>MA.5.M.1.1</p>                                                                      | <p>n/a</p> | <p>HMH Response: One simple time conversions is included in 16.3, p.563, but this absence was noted in the errata process and will be corrected on the next printing.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Lesson 16.3<br/><a href="https://www.illustrativemathematics.org/HS-Math/10/16.3/16.3.1">https://www.illustrativemathematics.org/HS-Math/10/16.3/16.3.1</a></p>  |   |

|    | E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | F                                                                                                                                                                                                                                               | G | H |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 9  | <p>3 and 10.4<br/> <a href="https://hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C10_Multiply_Fractions.pdf?custom_id=a541362b-c5cb-11ec-8e6f-576f98cf03b5">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C10_Multiply_Fractions.pdf?custom_id=a541362b-c5cb-11ec-8e6f-576f98cf03b5</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Lesson aligns with benchmark expectations.                                                                                                                                                                                                      |   |   |
| 10 | <p>. p. 491<br/> <a href="https://hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C10_Multiply_Fractions.pdf?custom_id=a541362b-c5cb-11ec-8e6f-576f98cf03b5">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C10_Multiply_Fractions.pdf?custom_id=a541362b-c5cb-11ec-8e6f-576f98cf03b5</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Link and information provided do not address benchmark.                                                                                                                                                                                         |   |   |
| 11 | <p>. p. 491<br/> <a href="https://hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C10_Multiply_Fractions.pdf?custom_id=a541362b-c5cb-11ec-8e6f-576f98cf03b5">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C10_Multiply_Fractions.pdf?custom_id=a541362b-c5cb-11ec-8e6f-576f98cf03b5</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Link and information provided do not address benchmark.                                                                                                                                                                                         |   |   |
| 12 | <p>. p.363<br/> <a href="https://hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C10_Multiply_Fractions.pdf?custom_id=a541362b-c5cb-11ec-8e6f-576f98cf03b5">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C10_Multiply_Fractions.pdf?custom_id=a541362b-c5cb-11ec-8e6f-576f98cf03b5</a></p> <p>. pp. 447-450; Lesson 13.2, pp. 453-456<br/> <a href="https://hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C13_Perimeter_and_Area_of_Rect_Fractional_and_Decimal_Side_Lengths.pdf?custom_correlation_id=d7c1d56d-c5cb-11ec-9f6f-d1b8cf3d1d68">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C13_Perimeter_and_Area_of_Rect_Fractional_and_Decimal_Side_Lengths.pdf?custom_correlation_id=d7c1d56d-c5cb-11ec-9f6f-d1b8cf3d1d68</a></p> | Lesson 10.5 does not align with the expectation of the benchmark (MA.5.FR.2.3 "When multiplying a given number by a fraction. This lesson is asking students to determine the number). Lessons 13.1 and 13.2 align with benchmark expectations. |   |   |
| 13 | <p>. p. 591<br/> <a href="https://hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C17_Graphs_and_Patterns.pdf?custom_id=0b4f9e24-c5cc-11ec-b420-a7d422cc62c4">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C17_Graphs_and_Patterns.pdf?custom_id=0b4f9e24-c5cc-11ec-b420-a7d422cc62c4</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | It is not the expectation of the benchmarks identified for students to write a rule to describe a relationship.                                                                                                                                 |   |   |
| 14 | <p>. p.563<br/> <a href="https://hmhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C16_Convert_Units_of_Measure.pdf?relation_id=ffa132ba-c5cb-11ec-9255-af64afb586a2">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C16_Convert_Units_of_Measure.pdf?relation_id=ffa132ba-c5cb-11ec-9255-af64afb586a2</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | As presented the information provided does not meet benchmark expectations.                                                                                                                                                                     |   |   |

|    | A                                                                                                                                                                                                                                                                         | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | D                                                                                                                                                                                                                                                    |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15 | <p>MA.5.NSO.1.1</p> <p>Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.</p>                                                                                  | n/a | <p>Reviewer 1 stated that there is "not enough attention to this standard, only addressed in one lesson."</p> <p>HMH Response: More examples exist with other standards, as shown in Lesson 3.1, p. 83, Lesson 5.1, p. 149 and Lesson 7.1 p. 219</p>                                                                                                                                                                                                                                                                                                      | <p>Lesson 3.1, <a href="https://www.f2?custom_ct">https://www.f2?custom_ct</a></p> <p>Lesson 5.1, <a href="https://www.e_Numbers">https://www.e_Numbers</a></p> <p>Lesson 7.1, <a href="https://www.rrrelation_id">https://www.rrrelation_id</a></p> |
| 16 | <p>MA.5.NSO.1.2</p> <p>Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.</p>                                                                                                                          | n/a | <p>While Reviewer 2 rated this benchmark coverage 2 points higher, giving it a 4, noting "Materials address the standard fully."</p> <p>HMH Response: There is limited items on using expanded notation," Reviewer 1 stated "only one lesson for a concept that requires more attention." However, there are further examples in Lessons 3.1, 3.2, and 3.3 of using multiple forms of numbers.</p>                                                                                                                                                        | <p>Lessons 3.1 <a href="https://www.f2?custom_ct">https://www.f2?custom_ct</a></p>                                                                                                                                                                   |
| 17 | <p>MA.5.NSO.1.3</p> <p>Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations.</p> | n/a | <p>While Reviewer 2 rated this benchmark coverage 3 full points higher with a 5, stating "Materials addressed the standard fully with multiple ways to depict composition and decomposition," Reviewer 1 stated that there is "not enough content to support this concept."</p> <p>HMH Response: Decimal composition and decomposition are covered in Lesson 3.2 and 3.3 with models, by drawing, in place value tables, and by relating it to fractions.</p>                                                                                             | <p>Lesson 3.1, <a href="https://www.f2?custom_ct">https://www.f2?custom_ct</a></p>                                                                                                                                                                   |
| 18 | <p>MA.5.NSO.1.5</p> <p>Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.</p>                                                                                                                                    | n/a | <p>Reviewer 2 stated that "Instruction does meet the standard."</p> <p>HMH Response: This benchmark is completely covered in Lesson 3.5, p.107 and there is no expectation in the benchmark or clarifications that number lines should be used</p>                                                                                                                                                                                                                                                                                                        | <p>Lesson 3.5, <a href="https://www.f2?custom_ct">https://www.f2?custom_ct</a></p>                                                                                                                                                                   |
| 19 | <p>MA.5.NSO.2.1</p> <p>Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.</p>                                                                                                                                               | n/a | <p>Reviewer 1 states "Instruction does not include practice of various algorithms".</p> <p>HMH Response: Lesson 1.1 covers this standard completely as there is not a need to have various algorithms according to the benchmark. That being said, Lessons 2.5 and 2.6 bar models are used as an instructional method as well.</p>                                                                                                                                                                                                                        | <p>Lesson 1.1, <a href="https://www.d_Division">https://www.d_Division</a></p> <p>Lessons 2.5 <a href="https://www.ision_of_">https://www.ision_of_</a></p>                                                                                          |
| 20 | <p>MA.5.NSO.2.2</p> <p>Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.</p>                                                                            | n/a | <p>While Reviewer 1 rated this benchmark coverage 3 points higher with a 5, and noted "Multiple representations used," Reviewer 2 stated that "good use of partial quotient initially then it leans into long division standard algorithm for the rest of the division practice."</p> <p>HMH Response: Other methods are used, such as quick pictures, in Lesson 1.2, partial quotients in Lesson 1.3, the standard algorithm in Lesson 2.1, interpreting remainders and writing them as fractions in Lesson 2.2, and adjust quotients in Lesson 2.3.</p> | <p>Lesson 1.1 <a href="https://www.d_Division">https://www.d_Division</a></p> <p>Lesson 2.5 <a href="https://www.ision_of_">https://www.ision_of_</a></p>                                                                                            |

| E                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | F                                                                                                                                                                                                                                                               | G | H |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| <p>p. 83<br/>.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C03_Place_Value_and_Decimals.pdf?relation_id=4365a37a-c5cb-11ec-9dd9-95a2dd181d23</p> <p>p.149<br/>.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C05_Multiply_Decimals_and_Whole.pdf?custom_correlation_id=5f08119e-c5cb-11ec-b70b-714ac89a7a19</p> <p>p.219<br/>.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C07_Divide_Decimals.pdf?custom_c</p> | <p>Examples provided align to benchmark expectations.</p>                                                                                                                                                                                                       |   |   |
| <p>15<br/>3.2, and 3.3, pp.83-100, pp.95-100<br/>.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C03_Place_Value_and_Decimals.pdf?relation_id=4365a37a-c5cb-11ec-9dd9-95a2dd181d23</p>                                                                                                                                                                                                                                                                   | <p>There is limited evidence of multi-digit numbers extending beyond the ones place.</p>                                                                                                                                                                        |   |   |
| <p>16<br/>83-88; Lesson 3.2, pp. 89-94; Lesson 3.3, pp.95-100<br/>.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C03_Place_Value_and_Decimals.pdf?relation_id=4365a37a-c5cb-11ec-9dd9-95a2dd181d23</p>                                                                                                                                                                                                                                                  | <p>There are examples that show that the lessons meet benchmark expectations.</p>                                                                                                                                                                               |   |   |
| <p>17<br/>p.107<br/>.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C03_Place_Value_and_Decimals.pdf?relation_id=4365a37a-c5cb-11ec-9dd9-95a2dd181d23</p>                                                                                                                                                                                                                                                                                                | <p>Lesson aligns to benchmark expectation.</p>                                                                                                                                                                                                                  |   |   |
| <p>18<br/>p.7<br/>.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C01_Understand_Multiplication_of_Whole_Numbers.pdf?custom_correlation_id=1fe07103-1f9b-489f-a081-b9354060d528</p> <p>and 2.6, pp.63-74<br/>.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C02_Practice_Multiplication_and_Division_of_Whole_Numbers.pdf?custom_correlation_id=c0d7d23-05e6-45da-af99-47205a741bd1</p>                                               | <p>Although there is no need for a students to have various algorithms, however the expectation to expose students to various algorithms so that they can determine which method they prefer to use. Evidence provided does not met benchmark expectations.</p> |   |   |
| <p>19<br/>p.7<br/>.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C01_Understand_Multiplication_of_Whole_Numbers.pdf?custom_correlation_id=1fe07103-1f9b-489f-a081-b9354060d528</p> <p>and 2.6<br/>.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C02_Practice_Multiplication_and_Division_of_Whole_Numbers.pdf?custom_correlation_id=c0d7d23-05e6-45da-af99-47205a741bd1</p>                                                         | <p>No evidence of representing remainders as fractions.</p>                                                                                                                                                                                                     |   |   |
| <p>20</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                 |   |   |

**From:** Harvey, Ashley <Ashley.Harvey@fldoe.org>

**Sent:** Tuesday, May 17, 2022 8:52 AM EDT

**To:** Baumbach, Amber; Starling, Courtney

**CC:** Duncan, Patricia; Seeds, Cathy

**Subject:** RE: HMH initial appeal call

**Attachment(s):**

"image001.png", "image011.png", "image012.jpg", "image013.jpg", "image014.jpg", "image015.png", "image016.jpg", "image017.png", "image002.png"

Good morning Amber,

Placing the 2 quarters where you have specified and showing 5 dimes to equal that amount (which would answer the question on the page) would be sufficient.

All the best,

Ashley M. Harvey  
Elementary Math Specialist  
Office of STEAM  
Bureau of Standards & Instructional Support  
Florida Department of Education  
850.245.0067

*A gentle answer turns anger away, but mean words stir up anger.*

DOE

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Sent:** Tuesday, May 17, 2022 8:31 AM

**To:** Harvey, Ashley <Ashley.Harvey@fldoe.org>; Starling, Courtney <Courtney.Starling@fldoe.org>

**Cc:** Duncan, Patricia <Patricia.Duncan@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>

**Subject:** RE: HMH initial appeal call

Thanks, Ashley!

Is the issue for the grade 1 quarter standard that they don't show both sides of the quarter as stated in the clarification?

If they stuck the back side of a quarter here, next to the other quarter, would this be sufficient?



I'm trying to come up with a quick solution so that we can get this one moved to green.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Harvey, Ashley <Ashley.Harvey@fldoe.org>

**Sent:** Monday, May 16, 2022 4:26 PM

**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Starling, Courtney <Courtney.Starling@fldoe.org>

**Cc:** Duncan, Patricia <Patricia.Duncan@fldoe.org>

**Subject:** RE: HMH initial appeal call

Hey Amber,

There is still one concern in grade 1. Otherwise everything else is fine.



All the best,

Ashley M. Harvey  
Elementary Math Specialist  
Office of STEAM  
Bureau of Standards & Instructional Support  
Florida Department of Education  
850.245.0067

A gentle answer turns anger away, but mean words stir up anger.

DOE

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, May 16, 2022 11:29 AM  
**To:** Harvey, Ashley <[Ashley.Harvey@fldoe.org](mailto:Ashley.Harvey@fldoe.org)>; Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>  
**Cc:** Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>  
**Subject:** FW: HMM initial appeal call

Hi ladies,

Here are, hopefully, the final updates for HMM. They've already been conditionally approved and are on the green list so these aren't high priority they way that they were last week. Please review and mark your comments/approvals for the remaining pending standards.

Thank you!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Friday, May 13, 2022 4:18 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

Hello Amber! Pardon my delay in responding, but both Tavi and I were out of the office today, but in checking my email this afternoon, I saw yours. Thank you, thank you!

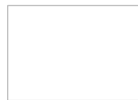
Attached are the final changes/responses for Grades 1 and 5. If you need anything further from us, please don't hesitate to let us know

Thank you again, and have a wonderful weekend!

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
hnhco.com



---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, May 13, 2022 2:51 PM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

This message originated from outside your organization

Hi Lisa and Tavi,

We are happy to report that HMHs K-5 series, 6 accelerated, and the two pre-calculus bids are now on the adoption list! We look forward to seeing your final and approved updates for the pending standards in the K-5 series. It's been a pleasure working with you throughout the appeal process.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Thursday, May 12, 2022 10:34 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Thank you Amber, I'll forward this information to our team.

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Thursday, May 12, 2022 10:32 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

This message originated from outside your organization

Hi all,

Content specialists have reviewed your submissions and we've scheduled a call for this afternoon at 1:00 PM to discuss. Please note that we are only addressing standards in grade 1 and grade 5. Standards for grade 6 accelerated have been fully approved. I've attached the spreadsheet with the most recent comments. Anything marked in green is approved and no further action is needed. Anything marked in red needs further discussion/edits.

Please see below for the link to the meeting invite.

HMH - Appeal call  
Thu, May 12, 2022 1:00 PM - 1:30 PM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**  
<https://meet.goto.com/305173301>

**You can also dial in using your phone.**  
United States (Toll Free): [1 877 309 2073](tel:18773092073)  
United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 305-173-301

**Join from a video-conferencing room or system.**  
Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](http://inroomlink.goto.com)  
Meeting ID: 305 173 301  
Or dial directly: [305173301@67.217.95.2](tel:305173301@67.217.95.2) or [67.217.95.2##305173301](tel:67.217.95.2##305173301)

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Tuesday, May 10, 2022 3:47 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

Amber - Thank you. I will advise the team.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

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**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Tuesday, May 10, 2022 3:42 PM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

**This message originated from outside your organization**

Hi Tavi,

Please make the changes in your digital platform. Once we can see that they've been made we can seek leadership approval.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, May 9, 2022 4:41 PM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

Hi Amber,  
Our submission to DOE included .pdfs of the changes we intended to make to address the issues related to inclusion of special topics. We believed that we would hear from DOE first, and then we would make the changes. If DOE desires for us to make the changes first, please let us know, and we will immediately make the changes on our digital content platform. Just let us know.

Thanks,  
Tavi

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Monday, May 9, 2022 3:41 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

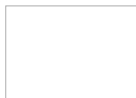
Hi Amber, thank you for reaching out. We will look into this and respond shortly.

Best,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



---

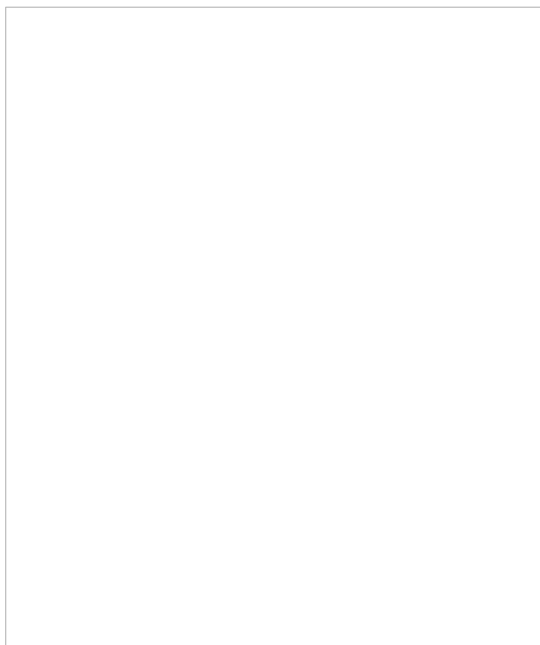
**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, May 9, 2022 3:40 PM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

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Hi Lisa,

I'm looking at the special topics concerns that reviewers have noted. I see on the link on the spreadsheet that these sections have been marked up for removal. However, when I look at the section on your digital platform, the section marked for removal is still there. Do you know when these will be removed from your digital platform?

For example, for Kindergarten, this is what I see in the materials (the green box is marked for removal on the spreadsheet):



Thank you,  
Amber Baumbach

Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Thursday, April 28, 2022 9:52 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Dear Lauren,  
Thank you for providing us with appeal template. On behalf of HMH, I am sending you the completed Appeal files for the following:

HMH Florida's B.E.S.T. Go Math! Grade K  
HMH Florida's B.E.S.T. Go Math! Grade 1  
HMH Florida's B.E.S.T. Go Math! Grade 2  
HMH Florida's B.E.S.T. Go Math! Grade 5  
HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**  
<https://www.hnhco.com/ui/login/?connection=91005680>  
**State:** EVALUATOR  
**District:** FL K-12 Math Review-91005680  
**Teacher Username:** FL-DemoTeacher1  
**Teacher Password:** TheBEST!!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Tuesday, April 26, 2022 12:01 PM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

This message originated from outside your organization

---

Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424

Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, April 25, 2022 9:53 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radelaw.com](mailto:dparker@radelaw.com)>  
**Subject:** RE: HMH initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radelaw.com](mailto:dparker@radelaw.com)>  
**Subject:** HMH initial appeal call

This message originated from outside your organization

Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

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Meeting ID: 547 145 269  
Or dial directly: [547145269@67.217.95.2](tel:547145269@67.217.95.2) or [67.217.95.2###547145269](tel:67.217.95.2###547145269)

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

**From:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>  
**Sent:** Wednesday, May 04, 2022 11:15 AM EDT  
**To:** Hamilton, Lauren; Jacobson, Lisa; Baumbach, Amber  
**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; Drew Parker  
**Subject:** RE: HMH initial appeal call  
**Attachment(s):** "image002.png", "image003.jpg", "image004.png"

Good morning Lauren - Could you please provide a status/ETA of HMH's appeal?

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>  
**Sent:** Friday, April 29, 2022 7:34 AM  
**To:** Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>  
**Subject:** RE: HMH initial appeal call

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---

Thanks, Lisa. We will send all documents for review and reach out with next steps soon.

Please let me know if there's anything we can do to assist.

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Thursday, April 28, 2022 9:52 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
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HMH Florida's B.E.S.T. Go Math! Grade 2  
HMH Florida's B.E.S.T. Go Math! Grade 5  
HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**

<https://www.hmhco.com/ui/login/?connection=91005680>

**State:** EVALUATOR

**District:** FL K-12 Math Review-91005680

**Teacher Username:** FL-DemoTeacher1

**Teacher Password:** TheBEST1!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,  
Lisa

---

**Lisa Jacobson**

Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**

125 High Street

Boston, MA 02110

Office: 617.351.5415

[lisa.jacobson@hmhco.com](mailto:lisa.jacobson@hmhco.com)

[hmhco.com](http://hmhco.com)



---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>

**Sent:** Tuesday, April 26, 2022 12:01 PM

**To:** Taylor, Lataviance L <[Lataviance.Taylor@hmhco.com](mailto:Lataviance.Taylor@hmhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hmhco.com](mailto:Lisa.Jacobson@hmhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

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Hello everyone,

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Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton

Instructional Materials Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street, Suite 424

Tallahassee, FL 32399-0400

850-245-0882 Office

850-245-0826 Fax

FDOE\_Public Schools Signature (005)



---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hmhco.com](mailto:Lataviance.Taylor@hmhco.com)>

**Sent:** Monday, April 25, 2022 9:53 AM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren

<[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hmhco.com](mailto:Lisa.Jacobson@hmhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call



Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

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9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
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**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hmhco.com](mailto:Lataviance.Taylor@hmhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hmhco.com](mailto:Lisa.Jacobson@hmhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** HMH initial appeal call

This message originated from outside your organization

---

Hi Tavi,

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We look forward to speaking with you on Tuesday.

HMH - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

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United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 547-145-269

**Join from a video-conferencing room or system.**  
Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](http://inroomlink.goto.com)  
Meeting ID: 547 145 269  
Or dial directly: [547145269@67.217.95.2](tel:547145269@67.217.95.2) or [67.217.95.2###547145269](tel:67.217.95.2###547145269)

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>  
**Sent:** Friday, May 13, 2022 2:51 PM EDT  
**To:** Jacobson, Lisa; Taylor, Lataviance L  
**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; Drew Parker  
**Subject:** RE: HMM initial appeal call  
**Attachment(s):** "image001.png", "image013.png", "image002.jpg", "image004.jpg", "image005.png", "image006.jpg"

Hi Lisa and Tavi,

We are happy to report that HMMs K-5 series, 6 accelerated, and the two pre-calculus bids are now on the adoption list! We look forward to seeing your final and approved updates for the pending standards in the K-5 series. It's been a pleasure working with you throughout the appeal process.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Jacobson, Lisa <Lisa.Jacobson@hnhco.com>  
**Sent:** Thursday, May 12, 2022 10:34 AM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>  
**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>  
**Subject:** RE: HMM initial appeal call

Thank you Amber, I'll forward this information to our team.

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
hnhco.com

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Thursday, May 12, 2022 10:32 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

This message originated from outside your organization

Hi all,

Content specialists have reviewed your submissions and we've scheduled a call for this afternoon at 1:00 PM to discuss. Please note that we are only addressing standards in grade 1 and grade 5. Standards for grade 6 accelerated have been fully approved. I've attached the spreadsheet with the most recent comments. Anything marked in green is approved and no further action is needed. Anything marked in red needs further discussion/edits.

Please see below for the link to the meeting invite.

Thu, May 12, 2022 1:00 PM - 1:30 PM (EDT)

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United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 305-173-301

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Meeting ID: 305 173 301

Or dial directly: [305173301@67.217.95.2](tel:30517330167217952) or [67.217.95.2##305173301](tel:67217952305173301)

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>

**Sent:** Tuesday, May 10, 2022 3:47 PM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelina.Rivers1@fldoe.org](mailto:Angelina.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMM initial appeal call

Amber - Thank you. I will advise the team.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Sent:** Tuesday, May 10, 2022 3:42 PM

**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelina.Rivers1@fldoe.org](mailto:Angelina.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMM initial appeal call

**This message originated from outside your organization**

Hi Tavi,

Please make the changes in your digital platform. Once we can see that they've been made we can seek leadership approval.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, May 9, 2022 4:41 PM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Hi Amber,  
Our submission to DOE included .pdfs of the changes we intended to make to address the issues related to inclusion of special topics. We believed that we would hear from DOE first, and then we would make the changes. If DOE desires for us to make the changes first, please let us know, and we will immediately make the changes on our digital content platform. Just let us know.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Monday, May 9, 2022 3:41 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Hi Amber, thank you for reaching out. We will look into this and respond shortly.

Best,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, May 9, 2022 3:40 PM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia

<[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

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Hi Lisa,

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For example, for Kindergarten, this is what I see in the materials (the green box is marked for removal on the spreadsheet):

cid:image005.png@01D865EB.D85AAA10



Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature



---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>

**Sent:** Thursday, April 28, 2022 9:52 PM

**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

Dear Lauren,

Thank you for providing us with appeal template. On behalf of HMH, I am sending you the completed Appeal files for the following:

HMH Florida's B.E.S.T. Go Math! Grade K  
HMH Florida's B.E.S.T. Go Math! Grade 1  
HMH Florida's B.E.S.T. Go Math! Grade 2  
HMH Florida's B.E.S.T. Go Math! Grade 5  
HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**

<https://www.hmhco.com/ui/login/?connection=91005680>

**State:** EVALUATOR

**District:** FL K-12 Math Review-91005680

**Teacher Username:** FL-DemoTeacher1

**Teacher Password:** TheBEST1!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,  
Lisa

---

**Lisa Jacobson**

Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**

125 High Street

Boston, MA 02110

Office: 617.351.5415

[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)

[hnhco.com](http://hnhco.com)



---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>

**Sent:** Tuesday, April 26, 2022 12:01 PM

**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

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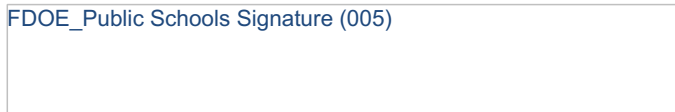
Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)



---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>

**Sent:** Monday, April 25, 2022 9:53 AM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren

<[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hmhco.com](http://hmhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hmhco.com](mailto:Lataviance.Taylor@hmhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hmhco.com](mailto:Lisa.Jacobson@hmhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** HMMH initial appeal call

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---

Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMMH - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

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United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 547-145-269

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Meeting ID: 547 145 269  
Or dial directly: [547145269@67.217.95.2](tel:547145269@67.217.95.2) or [67.217.95.2###547145269](tel:67.217.95.2###547145269)

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>

**Sent:** Monday, May 09, 2022 3:39 PM EDT

**To:** Jacobson, Lisa; Taylor, Lataviance L

**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; Drew Parker

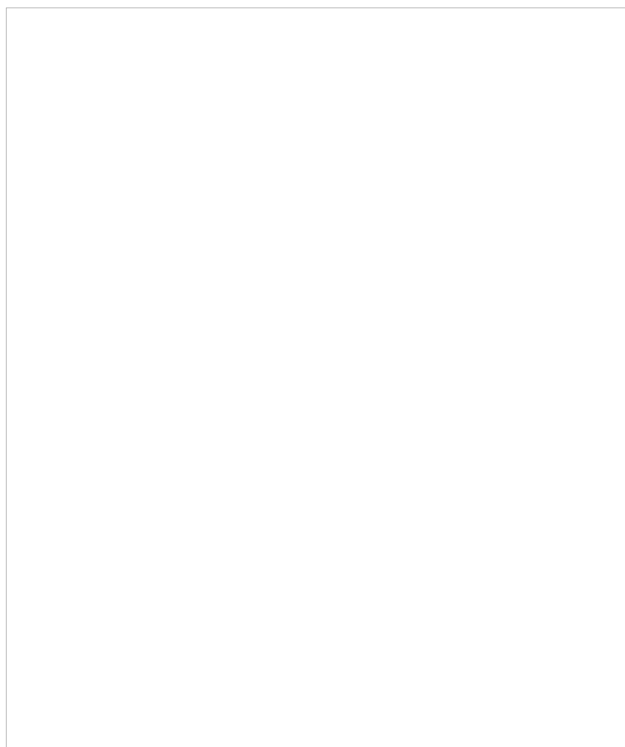
**Subject:** RE: HMH initial appeal call

**Attachment(s):** "image005.png", "image007.png", "image001.png", "image002.jpg"

Hi Lisa,

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For example, for Kindergarten, this is what I see in the materials (the green box is marked for removal on the spreadsheet):



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Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Jacobson, Lisa <Lisa.Jacobson@hnhco.com>

**Sent:** Thursday, April 28, 2022 9:52 PM

**To:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>

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HMH Florida's B.E.S.T. Go Math! Grade 1

HMH Florida's B.E.S.T. Go Math! Grade 2



HMH Florida's B.E.S.T. Go Math! Grade 5  
HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**

<https://www.hmhco.com/ui/login/?connection=91005680>

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Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,  
Lisa

---

**Lisa Jacobson**

Sr. Director, Bids and Contracts

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125 High Street  
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**Subject:** RE: HMH initial appeal call

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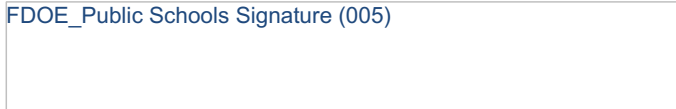
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Bureau of Standards and Instructional Support  
Florida Department of Education  
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Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)



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Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
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**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hmhco.com](mailto:Lisa.Jacobson@hmhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
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Or dial directly: [547145269@67.217.95.2](tel:547145269@67.217.95.2) or [67.217.95.2##547145269](tel:67.217.95.2##547145269)

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

**Sent:** Tuesday, April 26, 2022 12:00 PM EDT  
**To:** Taylor, Lataviance L; Baumbach, Amber  
**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; Jacobson, Lisa; Drew Parker  
**Subject:** RE: HMM initial appeal call  
**Attachment(s):** "Publisher Appeal Template.xlsx", "image002.png", "image003.png"

Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>  
**Sent:** Monday, April 25, 2022 9:53 AM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Drew Parker <dparker@radeylaw.com>  
**Subject:** RE: HMM initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** HMM initial appeal call

**This message originated from outside your organization**

Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMM has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**

<https://meet.goto.com/547145269>

**You can also dial in using your phone.**

United States (Toll Free): [1 877 309 2073](tel:18773092073)

United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 547-145-269

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Meeting ID: 547 145 269

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

[DOE email signature](#)

|   | A                                   | B                                        | C                    | D | E                               | F | G | H | I | J |
|---|-------------------------------------|------------------------------------------|----------------------|---|---------------------------------|---|---|---|---|---|
| 1 | COURSE _____                        |                                          |                      |   |                                 |   |   |   |   |   |
| 2 | BID _____                           |                                          |                      |   |                                 |   |   |   |   |   |
| 3 | Standard Below 3<br>(if applicable) | Special Topic Concern<br>(If applicable) | Publisher Correction |   | Link to correction in materials |   |   |   |   |   |
| 4 |                                     |                                          |                      |   |                                 |   |   |   |   |   |
| 5 |                                     |                                          |                      |   |                                 |   |   |   |   |   |
| 6 |                                     |                                          |                      |   |                                 |   |   |   |   |   |
| 7 |                                     |                                          |                      |   |                                 |   |   |   |   |   |
| 8 |                                     |                                          |                      |   |                                 |   |   |   |   |   |

**From:** Jacobson, Lisa <Lisa.Jacobson@hnhco.com>

**Sent:** Friday, May 13, 2022 4:18 PM EDT

**To:** Baumbach, Amber; Taylor, Lataviance L

**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; Drew Parker

**Subject:** RE: HMH initial appeal call

**Attachment(s):** "HMH FL Go Math Appeal G1\_Final Response\_5.13.22.xlsx", "HMH FL Go Math Appeal G5\_Final Response\_5.13.22.xlsx", "image003.jpg", "image007.png", "image008.jpg", "image009.jpg", "image010.png", "image011.jpg", "image012.png"

Hello Amber! Pardon my delay in responding, but both Tavi and I were out of the office today, but in checking my email this afternoon, I saw yours. Thank you, thank you!

Attached are the final changes/responses for Grades 1 and 5. If you need anything further from us, please don't hesitate to let us know

Thank you again, and have a wonderful weekend!

---

**Lisa Jacobson**

Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**

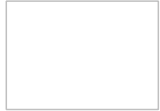
125 High Street

Boston, MA 02110

Office: 617.351.5415

[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)

hnhco.com



---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Sent:** Friday, May 13, 2022 2:51 PM

**To:** Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>

**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>

**Subject:** RE: HMH initial appeal call

**This message originated from outside your organization**

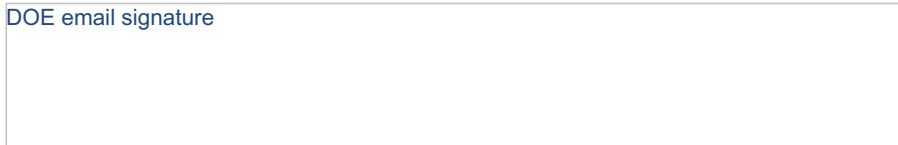
Hi Lisa and Tavi,

We are happy to report that HMHs K-5 series, 6 accelerated, and the two pre-calculus bids are now on the adoption list! We look forward to seeing your final and approved updates for the pending standards in the K-5 series. It's been a pleasure working with you throughout the appeal process.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature



---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>

**Sent:** Thursday, May 12, 2022 10:34 AM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

Thank you Amber, I'll forward this information to our team.

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Thursday, May 12, 2022 10:32 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

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Hi all,

Content specialists have reviewed your submissions and we've scheduled a call for this afternoon at 1:00 PM to discuss. Please note that we are only addressing standards in grade 1 and grade 5. Standards for grade 6 accelerated have been fully approved. I've attached the spreadsheet with the most recent comments. Anything marked in green is approved and no further action is needed. Anything marked in red needs further discussion/edits.

Please see below for the link to the meeting invite.

HMH - Appeal call  
Thu, May 12, 2022 1:00 PM - 1:30 PM (EDT)

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**You can also dial in using your phone.**  
United States (Toll Free): [1 877 309 2073](tel:18773092073)  
United States: [+1 \(646\) 749-3129](tel:+16467493129)

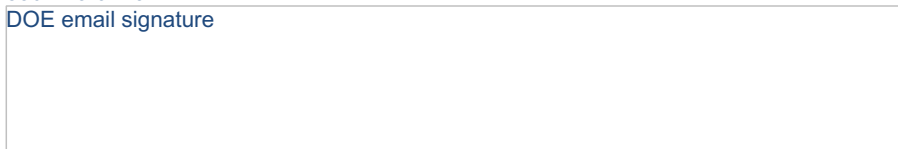
**Access Code:** 305-173-301

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Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](http://inroomlink.goto.com)  
Meeting ID: 305 173 301  
Or dial directly: [305173301@67.217.95.2](tel:305173301@67.217.95.2) or [67.217.95.2##305173301](tel:67.217.95.2##305173301)

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature



---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Tuesday, May 10, 2022 3:47 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia

<[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMM initial appeal call

Amber - Thank you. I will advise the team.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hmhco.com](http://hmhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Sent:** Tuesday, May 10, 2022 3:42 PM

**To:** Taylor, Lataviance L <[Lataviance.Taylor@hmhco.com](mailto:Lataviance.Taylor@hmhco.com)>; Jacobson, Lisa <[Lisa.Jacobson@hmhco.com](mailto:Lisa.Jacobson@hmhco.com)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMM initial appeal call

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Hi Tavi,

Please make the changes in your digital platform. Once we can see that they've been made we can seek leadership approval.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hmhco.com](mailto:Lataviance.Taylor@hmhco.com)>

**Sent:** Monday, May 9, 2022 4:41 PM

**To:** Jacobson, Lisa <[Lisa.Jacobson@hmhco.com](mailto:Lisa.Jacobson@hmhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMM initial appeal call

Hi Amber,

Our submission to DOE included .pdfs of the changes we intended to make to address the issues related to inclusion of special topics. We believed that we would hear from DOE first, and then we would make the changes. If DOE desires for us to make the changes first, please let us know, and we will immediately make the changes on our digital content platform. Just let us know.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352



---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Monday, May 9, 2022 3:41 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Hi Amber, thank you for reaching out. We will look into this and respond shortly.

Best,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



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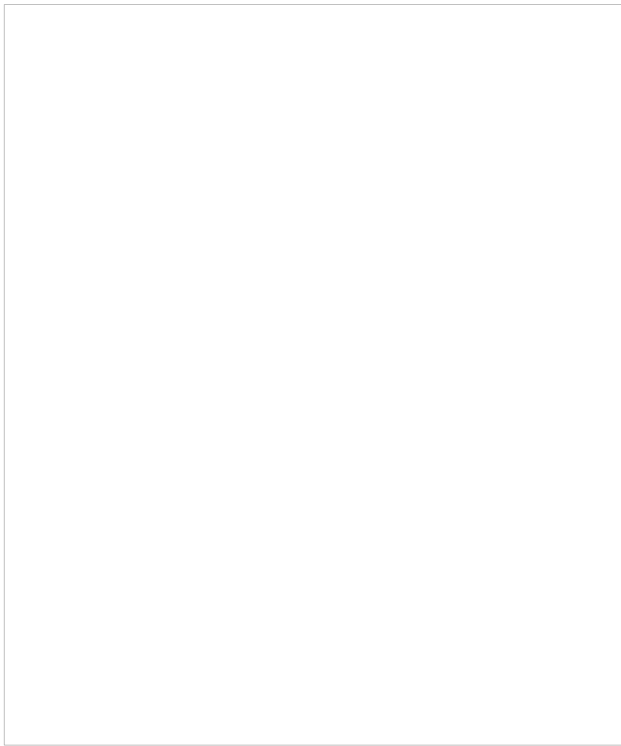
**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, May 9, 2022 3:40 PM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

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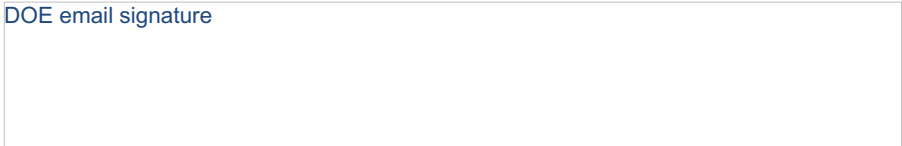
Hi Lisa,

I'm looking at the special topics concerns that reviewers have noted. I see on the link on the spreadsheet that these sections have been marked up for removal. However, when I look at the section on your digital platform, the section marked for removal is still there. Do you know when these will be removed from your digital platform?  
For example, for Kindergarten, this is what I see in the materials (the green box is marked for removal on the spreadsheet):



Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature



---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Thursday, April 28, 2022 9:52 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radevlaw.com](mailto:dparker@radevlaw.com)>  
**Subject:** RE: HMH initial appeal call

Dear Lauren,

Thank you for providing us with appeal template. On behalf of HMH, I am sending you the completed Appeal files for the following:

HMH Florida's B.E.S.T. Go Math! Grade K  
HMH Florida's B.E.S.T. Go Math! Grade 1  
HMH Florida's B.E.S.T. Go Math! Grade 2  
HMH Florida's B.E.S.T. Go Math! Grade 5  
HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**

<https://www.hnhco.com/ui/login/?connection=91005680>

**State:** EVALUATOR

**District:** FL K-12 Math Review-91005680

**Teacher Username:** FL-DemoTeacher1

**Teacher Password:** TheBEST1!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Tuesday, April 26, 2022 12:01 PM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

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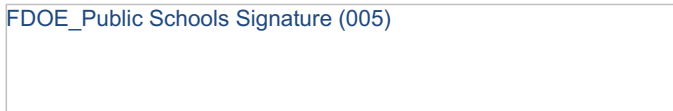
Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)



---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, April 25, 2022 9:53 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
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**Subject:** HMH initial appeal call

This message originated from outside your organization

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Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

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DOE email signature

|   | A                                                                                                                  | B                                | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | D | E | F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | G | H |
|---|--------------------------------------------------------------------------------------------------------------------|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 1 | <u>COURSE #5012030_HMH Florida's B.E.S.T. Go Math! Grade 1</u>                                                     |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |   |
| 2 | <u>BID 455</u>                                                                                                     |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |   |
| 3 | Standard Below 3<br>(if applicable)                                                                                | Special Topic<br>(If applicable) | Publisher Correction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |   | Link to correction in materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |   |
| 4 | n/a                                                                                                                | n/a                              | <p>HMH Overall Response: After collecting and analyzing all the scores provided by the reviewers on Grade 1, we believe there was an error in calculations with the scores and that this grade did in fact score a 4. Nonetheless, we have provided responses to any standards where at least one reviewer scored us a 3 or below.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |   | n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |   |
| 5 | <p>MA.1.AR.2.2</p> <p>Determine and explain if equations involving addition or subtraction are true or false.</p>  | n/a                              | <p>Reviewer 1 rates us a 5 here and indicates that "Items focus on true and false. There is a mix of operations being related on both sides of the question as well as opportunities for multiple addends."</p> <p>Reviewer 2s, on the other hand, states that there were too many terms in the equations. They indicated that "The Listen and Draw on p.477, #13 on p.480, and #7 on 481 contain 5 terms, which does not align to the standard and clarifications."</p> <p>HMH Response: There are no more than 3 terms used on one side of an equation. On p. 477; p. 480 and 481 each have only a single equation that shows two terms on one side of the equation and three terms on the other.</p> <p>Additionally, Reviewer 2 wrote that the lesson does "not focus on the meaning of the equal sign."</p> <p>HMH Response: The Math Talk on p. 477 addresses the meaning of the equal sign.</p> |   |   | <p>Lesson 10.8, pp. 477-481 Equal and Not Equal, focuses on True/False and operations on both sides of the equation.</p> <p><a href="https://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C10_Addition_and_Subtraction_Relationships.pdf?custom_correlation_id=d905db34-6ce4-44e1-9b5e-235f2f1145f0">https://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C10_Addition_and_Subtraction_Relationships.pdf?custom_correlation_id=d905db34-6ce4-44e1-9b5e-235f2f1145f0</a></p> |   |   |
| 6 | <p>MA.1.DP.1.1</p> <p>Collect data into categories and represent the results using tally marks or pictographs.</p> | n/a                              | <p>Reviewer 2 writes that Clarification 1 calls for students to use "tally marks to skip counting by 5's."</p> <p>HMH Response: Clarification 1 states that students should <u>connect</u> tally marks to counting by 5s, but does not state the expectation that students should skip count tally marks.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |   | <p>Lesson 16.3, pp. 673-678 Tally Marks</p> <p>Lesson 16.4, pp.679-685 Make Tally Marks</p> <p><a href="https://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C16_Graphing.pdf?custom_correlation_id=f6e6549e-4187-4701-822a-a44b3d09850e">https://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C16_Graphing.pdf?custom_correlation_id=f6e6549e-4187-4701-822a-a44b3d09850e</a></p>                                                                                          |   |   |

|   | I                                                                                                                                                                                                                                                                                                                                                                                                                 | J                                                                                                                                                                                                                                                                                                                                         | K                                                                                                                                        | L                                              |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| 1 |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                          |                                                |
| 2 |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                          |                                                |
| 3 | Notes from FL DOE                                                                                                                                                                                                                                                                                                                                                                                                 | Updated Publisher Correction                                                                                                                                                                                                                                                                                                              | Updated Link to Correction in Materials                                                                                                  | 2nd round notes from FL DOE content specialist |
| 4 |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                          |                                                |
| 5 | <p>MA.1.AR.2.2 Clarification 2: Problem types are limited to an equation with no more than four terms. For questions on pages 480 and 481 there are 5 terms instead of 4. There is not a focus on the meaning of the equal sign within the lesson the evidence provided within the Math Talk does not guarantee that every teacher will realize that is the focus of the lesson and not a supplemental piece.</p> | <p>Pages in Lesson 10.8 have been updated to reflect corrections. The 5-term equation is removed. Model and Draw on the upper half of p.478 has been updated to emphasize the meaning of the equal sign. These changes will appear in the digital program immediately and upon reprint of the books.</p> <p>Lesson 10.8: p.478, p.480</p> | <p><a href="https://hnhco.box.com/s/hbhmnhms27gox3vweviiukavykylg">https://hnhco.box.com/s/hbhmnhms27gox3vweviiukavykylg</a></p>         | Lesson aligns to benchmark                     |
| 6 | <p>Lesson does align to the benchmark, however DP.1.1 was identifies while DP1.2 is listed in the teacher edition. Additionally, question 14 on page is 676 is not clear, instead of having students recreate the total using tally marks, the number should be presented for students recognize the connection.</p>                                                                                              | <p>Lesson 16.3 aligns as stated by curriculum specialist: p. 676 corrected. This change will appear in the digital program immediately and upon reprint of the books.</p> <p>Lesson 16.3: p.676</p>                                                                                                                                       | <p><a href="https://hnhco.box.com/s/akkuftqthf2apb300068i10gzsiakwnbi">https://hnhco.box.com/s/akkuftqthf2apb300068i10gzsiakwnbi</a></p> | Lesson aligns to benchmark                     |

|   | M                            | N                                       | O                                              | P                                                                           |
|---|------------------------------|-----------------------------------------|------------------------------------------------|-----------------------------------------------------------------------------|
|   |                              |                                         |                                                | Reviewer B<br>5- Very Poor<br>4- Poor<br>3- Fair<br>2- Good<br>1- Very Good |
| 3 | Updated Publisher Correction | Updated Link to Correction in Materials | 3rd round notes from FL DOE content specialist | 1 - Very Poor                                                               |
| 4 |                              |                                         |                                                |                                                                             |
| 5 |                              |                                         |                                                |                                                                             |
| 6 |                              |                                         |                                                |                                                                             |

|   | A                                                                                                                                                                                                                                                                                        | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | D | E | F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | G                                                                                                                                                                                                                                                                                                                                                                                                                              | H |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 7 | <p>MA.1.GR.1.1</p> <p>Identify, compare and sort two- and three-dimensional figures based on their defining attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders.</p> | n/a | <p>Reviewer 2 states that the content contains "informal language" and "is missing critical academic vocabulary as mentioned in the clarifications."</p> <p>HMH Response: the "critical" academic vocabulary is not specifically stated by the FL standards and we use age-appropriate language.</p>                                                                                                                                                                                                                                                                                                                                                                                                                          |   |   | <p>Lesson 11.1, pp. 497-500 Three Dimensional Shapes<br/>Lesson 11.5, pp. 500-503 Two-Dimensional Shapes on Three-Dimensional Shapes<br/><a href="https://www.jmhco.com/content/math/go_math/geometry/pdf/G1_GoMath_EN_FL_SE_C11_Geometry_Three-Dimensional_Solids.pdf?custom_correlation_id=9ab7c363-029b-41e0-9e51-89f9a6384f6b">https://www.jmhco.com/content/math/go_math/geometry/pdf/G1_GoMath_EN_FL_SE_C11_Geometry_Three-Dimensional_Solids.pdf?custom_correlation_id=9ab7c363-029b-41e0-9e51-89f9a6384f6b</a></p> | <p>12.1: Classify and Sort Two-Dimensional Shapes, 533-536<br/>12.2: Attributes of Two-Dimensional Shapes, 539-542</p>                                                                                                                                                                                                                                                                                                         |   |
| 8 | <p>MA.1.GR.1.2</p> <p>Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.</p>                                                                                                                             | n/a | <p>Reviewer 1 states there are limited examples of sketching 2-D figures.</p> <p>HMH Response: This is covered on pp.539-540, which has a table where students identify, draw, and give attributes of the shapes. Additionally, on p.521-526, students draw and identify two-dimensional shapes that compose three-dimensional shapes.</p> <p>Reviewer 2 states that "P.521-526 do not align with the standard at all. It is only 2d shapes based on their attributes, not the attributes of a 3D shape."</p> <p>HMH Response: Attributes of 3-D shapes include 2-D shapes, which are included in Lesson 11.5, pp. 521-526. Classifying two- and three-dimensional shapes are found in Lesson 11.1, 11.5, 12.1, and 12.5.</p> |   |   | <p>Lesson 12.2 p.539, p.540<br/><a href="http://www.jmhco.com/content/math/go_math/geometry/pdf/G1_GoMath_EN_FL_SE_C12_Geometry_Two-Dimensional_Solids.pdf?custom_correlation_id=c3ed929b-6a32-4bca-bc8c-a9ee272db71f">www.jmhco.com/content/math/go_math/geometry/pdf/G1_GoMath_EN_FL_SE_C12_Geometry_Two-Dimensional_Solids.pdf?custom_correlation_id=c3ed929b-6a32-4bca-bc8c-a9ee272db71f</a></p>                                                                                                                       | <p>Lesson 11.5 pp. 521-526<br/><a href="https://www.jmhco.com/content/math/go_math/geometry/pdf/G1_GoMath_EN_FL_SE_C11_Geometry_Three-Dimensional_Solids.pdf?custom_correlation_id=d0b0ee0d-6a4e-4944-82df-07df0ac8a66#page=29">https://www.jmhco.com/content/math/go_math/geometry/pdf/G1_GoMath_EN_FL_SE_C11_Geometry_Three-Dimensional_Solids.pdf?custom_correlation_id=d0b0ee0d-6a4e-4944-82df-07df0ac8a66#page=29</a></p> |   |
| 9 | <p>MA.1.GR.1.3</p> <p>Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.</p>                                                           | n/a | <p>Reviewer 2 states Lesson 12.5 uses fourths instead of semi-circles.</p> <p>HMH Response: The example mentioned uses two quarter circles to make a half circle, which is then composed to make other shapes.</p> <p>Additionally, reviewer 2 writes "There are some good examples of composing and decomposing 2d and 3d shapes . . . It is lacking the much needed vocabulary."</p> <p>HMH Response: From a standards perspective, using academic language and vocabulary is not mentioned.</p>                                                                                                                                                                                                                            |   |   | <p>Lesson 12.5, pp. 557-560 Create New Two-Dimensional Shapes<br/><a href="http://www.jmhco.com/content/math/go_math/geometry/pdf/G1_GoMath_EN_FL_SE_C12_Geometry_Two-Dimensional_Solids.pdf?custom_correlation_id=c3ed929b-6a32-4bca-bc8c-a9ee272db71f">www.jmhco.com/content/math/go_math/geometry/pdf/G1_GoMath_EN_FL_SE_C12_Geometry_Two-Dimensional_Solids.pdf?custom_correlation_id=c3ed929b-6a32-4bca-bc8c-a9ee272db71f</a></p>                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |   |



|   |                                                                                                                                                                                                                                                                                              | J                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | K                                                                                                                               | L                          |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| 7 | Lessons align                                                                                                                                                                                                                                                                                | Lesson aligns.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                 |                            |
| 8 | There are limited opportunities for students to create the own drawings and sketches within the lessons. In lesson 11.5, stuents can draw the sahep indentifies instead of circling.                                                                                                         | Students draw shapes in Lesson 12.2 p.539 given that attributes "curved" and straight"; on p.540, students draw hexagons, rectangles, squares, and triangles, naming the quantity of the attributes (number of sides and vertices.)<br><br>Lesson 12.2: pp. 539, 540                                                                                                                                                                                                                                                 | <a href="https://hmhco.box.com/s/4dr84fb8k0dbrtviwemlc73w9oiv545n">https://hmhco.box.com/s/4dr84fb8k0dbrtviwemlc73w9oiv545n</a> | Lesson aligns to benchmark |
| 9 | The expectation of the benchmark is not to compose 2 quarter circles to make a semi-circle. Benchmark language for figures used should be incorporated within the lesson (semi-circle, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prims, cones and cylinders). | Pages in the following lessons have been updated to reflect corrections: In Lesson 12.3 and Lesson 12.4, students compose new shapes using triangles, rectangles, and trapezoids with pattern blocks and by drawing. In Lesson 12.3, the focus is on spatial relationships relating to part-whole and counting the number of parts used per Clarification 1. These changes will appear in the digital program immediately and upon reprint of the books.<br><br>Lesson 12.3: pp. 545-548<br>Lesson 12.4: pp. 551-554 | <a href="https://hmhco.box.com/s/tauo5iv2ablk8ifd0k9x8yctbx4f7gbd">https://hmhco.box.com/s/tauo5iv2ablk8ifd0k9x8yctbx4f7gbd</a> | Lesson aligns to benchmark |

|    | A                                                                                                                                                                                                                                                                      | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | D | E | F                                                                                                                                                                                                                                                                                                                                                                                            | G | H |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 10 | <p>MA.1.GR.1.4</p> <p>Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.</p> | n/a | <p>Reviewer 1 states that "While there are many examples of real-world objects for stand alone figures (balls, cones, cans, etc.), there are only a few real-world examples of items with multiple identifiable geometric figures . . . In most other examples, they are identifying the geometric figures in composed shapes."</p> <p>HMH Response: The composite figures were included; however because of their age appropriateness for Grade 1 students. The approach also meets the standard as it is written.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |   | <p>Lesson 11.2, p. 503 Combine Three-Dimensional Shapes<br/> <a href="https://www.jmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C11_Geometry_Three">https://www.jmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C11_Geometry_Three</a></p> <p>Dimensional Solids.pdf?custom_correlation_id=9ab7c363-029b-41e0-9e51-89f9a6384f6b</p>                      |   |   |
| 11 | <p>MA.1.M.1.1</p> <p>Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.</p>                                                                                                                      | n/a | <p>Reviewer 1 gave us a positive score of 5--a difference of 3 points from Reviewer 2. This reviewer specifically said "Items align to the standard for estimation."</p> <p>Reviewer 2, on the other hand, states that "The clarifications were clear that students would be estimating with inches. Chapter 14 Lesson 3 focuses on estimating with centimeters."</p> <p>HMH Response: The standard is written as follows "Measure the length of an object to the nearest inch or centimeter" so the content as presented meets the standards as they are written.</p> <p>Additionally, reviewer 2 was concerned that non-standard units are used for estimating.</p> <p>HMH Response: The tiles and cubes used for measurement are not non-standard units of measure; the tiles are specified to be 1-inch and the unit cubes are 1 cm; this builds an understanding of the connection between counting and then adding units to measurement. Given how this benchmark and the clarifications, we believe this standard is completely met.</p> |   |   | <p>Lessons 14.1, 14.2, 14.3, 14.4, pp.595-616<br/> <a href="https://www.jmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C14_Measurement.pdf?custom_correlation_id=8fad097b-c311-4a93-824e-8f6ee1824d25">https://www.jmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C14_Measurement.pdf?custom_correlation_id=8fad097b-c311-4a93-824e-8f6ee1824d25</a></p> |   |   |
| 12 | <p>MA.1.M.1.2</p> <p>Compare and order the length of up to three objects using direct and indirect comparison.</p>                                                                                                                                                     | n/a | <p>Reviewer 1 gave us a positive score of 5 (a disparity of 3 points with reviewer 2) and stated "Opportunities for 3 items compared directly and also for indirect comparison."</p> <p>Reviewer 2, on the other hand, states that "Chapter 14 Lesson 3 does not align as it discusses estimating measurement instead of comparing objects in specific units."</p> <p>HMH Response: Students use comparisons of longer or shorter objects so that they can estimate their lengths. More specifically, in 14.5 students compare objects to order them, as stated by the standard.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |   |   | <p>Lesson 14.3, p. 607, Lesson 14.5, p. 609<br/> <a href="https://www.jmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C15_Time.pdf?custom_correlation_id=c34a30c2-3daf-495e-b8ed-8b01a31a7e40">https://www.jmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C15_Time.pdf?custom_correlation_id=c34a30c2-3daf-495e-b8ed-8b01a31a7e40</a></p>                 |   |   |
| 13 | <p>MA.1.M.2.1</p> <p>Using analog and digital clocks, tell and write time in hours and half-hours.</p>                                                                                                                                                                 | n/a | <p>Reviewer 2 states that "there is no discussion or use of the vocabulary for digital and analog" within the lessons 15.1-15.4.</p> <p>HMH Response: The benchmark specifies only that students write and tell time and not that they use specified vocabulary. Clocks divided into semicircles is shown in Lesson 15.3.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |   | <p>Lessons 15.1-15.5, pp.631-652<br/> <a href="https://www.jmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C15_Time.pdf?custom_correlation_id=c34a30c2-3daf-495e-b8ed-8b01a31a7e40">https://www.jmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C15_Time.pdf?custom_correlation_id=c34a30c2-3daf-495e-b8ed-8b01a31a7e40</a></p>                            |   |   |

|                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                       | K                                                                                                                                        | L                                                                                                                                                                                                                                |
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| <p>10</p> <p>Limited information provided to show evidence of alignment.</p>                                                                                                                                                                                                                                                             | <p>In Lesson 11.4, students identify, build, and take apart three-dimensional shapes. In Lesson 12.4 students identify, build, and take apart two-dimensional shapes.</p> <p>Lesson 11.4<br/>Lesson 12.4 p. 554</p>                                   | <p><a href="https://hmhco.box.com/s/js2qu57me2b2f15377sljpec6mmr9xg7">https://hmhco.box.com/s/js2qu57me2b2f15377sljpec6mmr9xg7</a></p>   | <p>The benchmark expectation is to engage with real-world objects</p>                                                                                                                                                            |
| <p>11</p> <p>Estimates should be to the nearest inch, while measurements should include inches and centimeters. Using one color marker to represent the 1-inch estimate would be more appropriate instead of switching from blue to red, when only the blue marker was given the specification (pages 596- 598, as well as 599-600).</p> | <p>This benchmark is covered in Lessons 14.1, 14.2, and 14.4. Students first estimate and then measure from zero in inches, then measure in centimeters.</p> <p>Lesson 14.1: pp. 655-658<br/>Lesson 14.2: pp: 602-604<br/>Lesson 14.4: pp.613-616</p> | <p><a href="https://hmhco.box.com/s/wwwkxaoar3b3vk647zf4kexj8kehdl1gs">https://hmhco.box.com/s/wwwkxaoar3b3vk647zf4kexj8kehdl1gs</a></p> | <p>What guide or reference is being used to determine the length if they are asked not to use a ruler. Answer of "about" _____ centimeters is still asking students to estimate in centimeters which is not the expectation.</p> |
| <p>12</p> <p>To meet the expectation of the benchmark, students should be measuring objects. It is also an expectation that the comparison of 2 objects to another should be included within the instruction of the benchmark.</p>                                                                                                       | <p>In Lesson 14.5, student compare and then order length of three objects. (See edited Model and Draw section to include comparing measured lengths.)</p> <p>Lesson 14.5: pp. 620-622</p>                                                             | <p><a href="https://hmhco.box.com/s/6lcmxaw2f3c4bu9vaxpv4s7n92w2c9eni">https://hmhco.box.com/s/6lcmxaw2f3c4bu9vaxpv4s7n92w2c9eni</a></p> | <p>Lesson aligns to benchmark</p>                                                                                                                                                                                                |
| <p>13</p> <p>Lessons aligns to the benchmark, however lesson 15.3 give very minimal connections with partitioning circles and into halves and semi-circles.</p>                                                                                                                                                                          | <p>Lesson aligns.</p>                                                                                                                                                                                                                                 |                                                                                                                                          |                                                                                                                                                                                                                                  |

|    | M                                                                                                                                                                                                                                                                                                     | N                                                                                                                               | O | P |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---|---|
| 10 | In order to meet the concern of engaging with real world objects, Lesson 12.4, p. 554 has been updated to include an image with real-world versions of shapes that students need to recognize and identify. This change will appear in the digital program immediately and upon reprint of the books. | <a href="https://mhco.box.com/s/vzx31m6q9hnwccuic6nikd3b0b00yywmm">https://mhco.box.com/s/vzx31m6q9hnwccuic6nikd3b0b00yywmm</a> |   |   |
| 11 | Lesson 14.4 has been updated to address the reviewer's concern. The wording has also been updated to reflect actual measurements. This change will appear in the digital program immediately and upon reprint of the books.                                                                           | <a href="https://mhco.box.com/s/9py6d4jixekk6itngg3mxfsf7hnr1b13">https://mhco.box.com/s/9py6d4jixekk6itngg3mxfsf7hnr1b13</a>   |   |   |
| 12 |                                                                                                                                                                                                                                                                                                       |                                                                                                                                 |   |   |
| 13 |                                                                                                                                                                                                                                                                                                       |                                                                                                                                 |   |   |

|    | A                                                                                                                                                                                                                            | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                      | D | E | F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | G | H |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 14 | <p>MA.1.M.2.2</p> <p>Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.</p>                                                             | n/a | <p>Reviewer 1 states that students count but do not simply identify coins--that the resources should "provide images of both sides of coins."</p> <p>HMH Response: Identification of the coin is necessary to count them. This is why both sides of the coin are used throughout this chapter in order to reinforce their ability to identify and count coins.</p>                                                                     |   |   | <p>Lesson 9.1-9.4, pp. 393-441<br/> <a href="https://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C09_Money.pdf?custom_correlation_id=44a42b00-30b4-4fb1-a6ad-71cf45649e38">https://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C09_Money.pdf?custom_correlation_id=44a42b00-30b4-4fb1-a6ad-71cf45649e38</a></p>                                                                                                                                                                                                                                                                                                                                                                 |   |   |
| 15 | <p>MA.1.M.2.3</p> <p>Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to \$100. Use the ¢ and \$ symbols appropriately.</p> | n/a | <p>Reviewer 1 wrote that the benchmark indicates students should "Find the value of combinations of pennies, nickels and dimes up to one dollar."</p> <p>HMH Response: In the Ready for More on Lesson 9.4, p. 412, the TE guide includes direction on how to guide students to find different ways to make 100 cents. This omission was caught by the internal team and was corrected for implementation.</p>                         |   |   | <p>Lesson 9.3, p. 407<br/> <a href="https://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C09_Money.pdf?custom_correlation_id=44a42b00-30b4-4fb1-a6ad-71cf45649e38">https://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C09_Money.pdf?custom_correlation_id=44a42b00-30b4-4fb1-a6ad-71cf45649e38</a></p> <p>Lesson 9.4, p. 412 Teacher Edition<br/> <a href="https://www.hmhco.com/content/math/go_math/g1/teacher/pdf/G1_GoMath_EN_FL_TE_C09_Money.pdf?custom_correlation_id=bbd0c371-79c6-4407-a901-08f67a62875d">https://www.hmhco.com/content/math/go_math/g1/teacher/pdf/G1_GoMath_EN_FL_TE_C09_Money.pdf?custom_correlation_id=bbd0c371-79c6-4407-a901-08f67a62875d</a></p> |   |   |
| 16 | <p>MA.1.NSO.1.2</p> <p>Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.</p>                                              | n/a | <p>Reviewer 2 stated that "Most of the examples for expanded form was based on ___tens + ___ones when it should be the actual number made by the tens plus the ones (for example 70+5)."</p> <p>HMH Response: There are two places where this is covered in the content --both Lessons 2.5 and 2.9. It shows that students write numbers in 3 forms, ex., 4 tens + 7 ones, 40 + 7, and 47.</p>                                         |   |   | <p>Lesson 2.5, p.73<br/> Lesson 2.9, p.97<br/> <a href="https://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C02_Count_by_Tens_and_Ones.pdf?custom_correlation_id=4fef0597-80ad-4f0f-9d94-d927e8236cc7">https://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C02_Count_by_Tens_and_Ones.pdf?custom_correlation_id=4fef0597-80ad-4f0f-9d94-d927e8236cc7</a></p>                                                                                                                                                                                                                                                                                                                    |   |   |
| 17 | <p>MA.1.NSO.2.4</p> <p>Explore the addition of a two-digit number and a one-digit number with sums to 100.</p>                                                                                                               | n/a | <p>Reviewer 2 writes "Examples from p.279-296 were not rigorous enough to cover this standard, as most were two single digit numbers. The SE p.303-308 did a much better job covering this material."</p> <p>HMH Response: As noted by Reviewer 1, there is good coverage in Chapter 6 which include problem with a two-digit addended greater than 20 and varying representations including models, number lines and place value.</p> |   |   | <p>Lesson 6.9 and Lesson 6.10, pp. 297-308<br/> <a href="https://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C06_Addition_Strategies.pdf?custom_correlation_id=68824eb8-1dff-48ec-82e4-32a97dd695d9">https://www.hmhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C06_Addition_Strategies.pdf?custom_correlation_id=68824eb8-1dff-48ec-82e4-32a97dd695d9</a></p>                                                                                                                                                                                                                                                                                                                         |   |   |
| 18 |                                                                                                                                                                                                                              |     |                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |   |

|    | I                                                                                                                                                                                                  | J                                                                                                                                                                                                                                                                                                                                                                                                      | K                                                                                                                                        | L                                             |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| 14 | <p>Clarification 1 of the benchmark states: Instruction includes the recognition of both sides of a coin. The lesson is lacking in stating how many of each coin equal a dollar.</p>               | <p>Both sides of the coins are shown throughout, particularly in Lesson 9.1 when showing coins, pp. 304-396. In Lesson 9.4, Equal Amounts, however, a question has been amended for student to find the number of each coin that makes one dollar. This change will appear in the digital program immediately and upon reprint of the books.</p> <p>Lesson 9.1: pp. 394-396<br/>Lesson 9.4: p. 412</p> | <p><a href="https://hmhco.box.com/s/ti0bsjk33bhp07bvp1k6a48r77jbnit8r">https://hmhco.box.com/s/ti0bsjk33bhp07bvp1k6a48r77jbnit8r</a></p> | <p>Lacking a visual reference to quarters</p> |
| 15 | <p><b>Lesson aligns to the benchmark.</b></p>                                                                                                                                                      | <p>Lesson aligns.</p>                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                          |                                               |
| 16 | <p>Examples provided in the lesson are aligned to MA.1.NSO.1.3. Students are not given examples of expanded form in this lesson based on the benchmark expectation.</p>                            | <p>Lesson 2.1 shows multiple uses of expanded form and word form. Lessons 2.2 and 2.3 includes reading word forms of numbers.</p> <p>Lesson 2.1: pp. 50-52 expanded form<br/>Lesson 2.9: pp. 98-99</p>                                                                                                                                                                                                 | <p><a href="https://hmhco.box.com/s/oad4tr8uzegsbq5wmr95thgo3oimj4">https://hmhco.box.com/s/oad4tr8uzegsbq5wmr95thgo3oimj4</a></p>       | <p>Lesson aligns to benchmark</p>             |
| 17 | <p>Instruction of this benchmark should allow students to explore more examples of adding 2 digit and 1 digit numbers, in addition to combining ones and tens as mentioned in clarification 1.</p> | <p>In Lesson 6.10, students explore many examples of 2-digit plus 1-digit addition, including making a new 10 from ones.</p> <p>Lesson 6.10: pp. 303-306</p>                                                                                                                                                                                                                                           | <p><a href="https://hmhco.box.com/s/rut8isixms6xb2">https://hmhco.box.com/s/rut8isixms6xb2</a></p>                                       | <p>Lesson aligns to benchmark</p>             |
| 18 |                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                          |                                               |

|    | M                                                                                                                                                                                                                        | N                                                                                                                             | O | P |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---|---|
| 14 | Lesson 9.4 has been updated to include more quarters throughout the lesson to address the concern of lacking visual reference. This change will appear in the digital program immediately and upon reprint of the books. | <a href="https://mhco.box.com/s/2u4g2rd7lfsxfp42sh7adzr6nz01tpu3">https://mhco.box.com/s/2u4g2rd7lfsxfp42sh7adzr6nz01tpu3</a> |   |   |
| 15 |                                                                                                                                                                                                                          |                                                                                                                               |   |   |
| 16 |                                                                                                                                                                                                                          |                                                                                                                               |   |   |
| 17 |                                                                                                                                                                                                                          |                                                                                                                               |   |   |
| 18 |                                                                                                                                                                                                                          |                                                                                                                               |   |   |

|   | A                                                                                                                   | B                                           | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | E |
|---|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
|   | <u>COURSE #5012070_HMH Florida's B.E.S.T. Go Math! Grade 5</u>                                                      |                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |
|   | <u>BID 459</u>                                                                                                      |                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |
| 1 |                                                                                                                     |                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |
| 2 |                                                                                                                     |                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |
| 3 | Standard Below 3<br>(if applicable)                                                                                 | Special Topic<br>Concern<br>(If applicable) | Publisher Correction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |
| 4 | MA.5.AR.2.3<br><br>Determine and explain whether an equation involving any of the four operations is true or false. | n/a                                         | Reviewer 2 stated "many questions focus on determining which property is being used, which is not a clarification in the BEST standard."<br><br>HMH Response: this standard is not taught in isolation and taught throughout Grade 5 in equations; with properties, without, and in other formats. Examples of usage are 2.1, p.42; 3.3, p.98; 3.5, p. 110; 11.1 p. 379, and 11.2 p.386.                                                                                                                                                              | Lesson 2.1, p. 42<br><a href="https://www.hmhco.com_C02_Practice_Multiplic_id=cc0d7d23-05e6-456">https://www.hmhco.com_C02_Practice_Multiplic_id=cc0d7d23-05e6-456</a><br><br>Lesson 3.3, p. 98; Less <a href="https://www.hmhco.com_C03_Place_Value_and_95a2dd181d23">https://www.hmhco.com_C03_Place_Value_and_95a2dd181d23</a><br><br>Lesson 11.1, p. 379, 1 <a href="https://www.hmhco.com_C11_Divide_Fractions_97fd4508f5f60">https://www.hmhco.com_C11_Divide_Fractions_97fd4508f5f60</a> |   |
| 5 | MA.5.AR.3.2<br><br>Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.   | n/a                                         | Reviewer 1 states that instruction is "asking student to write a rule for a given graph."<br><br>HMH Response: This is an instructional sequence in which students write the ordered pairs to find the rule. This is an example of using standards together and not in isolation (with 5.DP.1.1).<br><br>Reviewer 2 stated "Most question met the standard except the question in the explore part of Chapter 17 Lesson 2. The pattern does not match the chart."<br><br>HMH Response: The pattern and the chart match on the acorementioned example. | Lesson 17.2, p.585; Le <a href="https://www.hmhco.com_C17_Graphs_and_Patt_a7d422cc62c4">https://www.hmhco.com_C17_Graphs_and_Patt_a7d422cc62c4</a>                                                                                                                                                                                                                                                                                                                                              |   |



|   | F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | G                                                                                                                                            | H                                                                                                                                                                                                                                                                                                                                                                                                | I                                                                                                                                                                                       |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                         |
| 2 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                         |
| 3 | <p><a href="#">Link to correction in materials</a></p> <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE<br/>           cation_and_Division_of_Whole_Numbers.pdf?custom_correlation<br/>           id=at99-47205a741bd1</p> <p>on 3.5 p. 110</p> <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE<br/>           _Decimals.pdf?custom_correlation_id=4365a37a-c5cb-11ec-9dd9-</p> <p>12, p.386</p> <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE<br/>           pdf?custom_correlation_id=be1c477f-c5cb-11ec-8e6f-</p> | <p>Notes from FL DOE</p> <p>In all examples provided, students have limited opportunities to explain their reasoning for this benchmark.</p> | <p>Updated Publisher Correction</p> <p>In Lesson 12.1, students use the properties to understand whether the expressions on both sides of an equal sign are equivalent making the equation true. In Lesson 12.3, students determine how to show equivalence within an equation using grouping.</p> <p>Lesson 12.1: pp. 415, 416, 417, 418<br/>           Lesson 12.3: pp. 427, 428, 429, 430</p> | <p>Updated Link to Correction in Materials</p> <p><a href="https://hmhco.box.com/s/xypcefkmgcjrxxe1i1s15bg4o4ilvc3io">https://hmhco.box.com/s/xypcefkmgcjrxxe1i1s15bg4o4ilvc3io</a></p> |
| 4 | <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE<br/>           pdf?custom_correlation_id=be1c477f-c5cb-11ec-8e6f-</p>                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>There is no expectation in either benchmarks provided for students to write/ create a rule.</p>                                           | <p>In Lesson 17.1, Record Inputs and Outputs in a Two-Column Table, students are given a rule, limited to one or two operations using whole numbers and use a two-column table to record the inputs and outputs.</p> <p>Lesson 17.1: p.579, 580, 581, 582, 583</p>                                                                                                                               | <p><a href="https://hmhco.box.com/s/3fox98zqbzqf1r75w5fjppdzbmes4fm">https://hmhco.box.com/s/3fox98zqbzqf1r75w5fjppdzbmes4fm</a></p>                                                    |
| 5 | <p>Lesson 17.3, p.591</p> <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE<br/>           erns.pdf?custom_correlation_id=0b4f9e24-c5cc-11ec-b420-</p>                                                                                                                                                                                                                                                                                                                                                                                        | <p>There is no expectation in either benchmarks provided for students to write/ create a rule.</p>                                           | <p>In Lesson 17.1, Record Inputs and Outputs in a Two-Column Table, students are given a rule, limited to one or two operations using whole numbers and use a two-column table to record the inputs and outputs.</p> <p>Lesson 17.1: p.579, 580, 581, 582, 583</p>                                                                                                                               | <p><a href="https://hmhco.box.com/s/3fox98zqbzqf1r75w5fjppdzbmes4fm">https://hmhco.box.com/s/3fox98zqbzqf1r75w5fjppdzbmes4fm</a></p>                                                    |

|   | J                                                                                                                                                                                                 | K                                                                                                                                                                                                                                                              | L                                                                                                                               |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| 1 |                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                |                                                                                                                                 |
| 2 |                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                |                                                                                                                                 |
| 3 | <b>2nd round comments from FLDOE content specialist</b>                                                                                                                                           | <b>Updated Publisher Correction</b>                                                                                                                                                                                                                            | <b>Updated Link to Correction in Materials</b>                                                                                  |
| 4 | No reference to the true/false portion of the benchmark. Questions, 8/9/10 on page 429 are merely asking the students to "create" the values using parentheses -referring to order of operations. | Lesson 12.3, p. 429 has been updated per the reviewer's concern. Students will now determine whether the equation is true or false. If the equation is false, they rewrite the equation to make it true.<br>See the following:<br>Problems 4–6<br>Problems 7–9 | <a href="https://hmhco.box.com/s/m06r85u9dn645mf6md2xjwww266ku9lk">https://hmhco.box.com/s/m06r85u9dn645mf6md2xjwww266ku9lk</a> |
| 5 | Lesson aligns to benchmark                                                                                                                                                                        | This change will appear in the digital program immediately and upon reprint of the books.                                                                                                                                                                      |                                                                                                                                 |

|   | M                                                | N                                                                                                         | O |
|---|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---|
| 1 |                                                  | Reviewer Evaluation Scale:<br>5- Very Good<br>4- Good<br>3- Fair<br>2- Poor<br>1 - Very Poor/No Alignment |   |
| 2 |                                                  |                                                                                                           |   |
| 3 | 3rd round comments from FLDOE content specialist |                                                                                                           |   |
| 4 |                                                  |                                                                                                           |   |
| 5 |                                                  |                                                                                                           |   |

|   | A                                                                                                                                                                                                  | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | D                                                                                                                                                                                                                                                                                                                                                               | E |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 6 | <p>MA.5.DP.1.1</p> <p>Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.</p>                                                  | n/a | <p>Reviewer 2 states that the pattern does not match the table in 18.1 Explore, p.631.</p> <p>HMH Response: No table was used in the Explore section.</p> <p>Reviewer 2 also states that fractional measurements of 1/8 are use.</p> <p>HMH Response: All line plots show only halves, thirds or fourths as measures-- calculations within questions may include other fractions.</p>                                                                                                                                                                                                                                                                 | <p>Lesson 18.1, p. 631<br/> <a href="https://www.hmhco.com/C18_Collect_Represent">https://www.hmhco.com/C18_Collect_Represent</a><br/> <a href="https://www.hmhco.com/C18_Collect_Represent/1ec-9e8c-67283c0000cd">1ec-9e8c-67283c0000cd</a></p>                                                                                                                |   |
| 7 | <p>MA.5.DP.1.2</p> <p>Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.</p>                                | n/a | <p>While Reviewer 1 rated this benchmark coverage a full 3 points higher, noting that the benchmark coverage includes "Instruction on balancing point", Reviewer 2 states "Explanations on how to find mean, mode, and median are aligned; however there is no mention of range."</p> <p>HMH Response: In the content, range is explicitly defined and demonstrated in Lesson18.2, p.635 and Lesson 18.5, p. 655.</p>                                                                                                                                                                                                                                 | <p>Lesson 18.2, p.638; Lesson 18.5, p. 655<br/> <a href="https://www.hmhco.com/C18_Collect_Represent/1ec-9e8c-67283c0000cd">https://www.hmhco.com/C18_Collect_Represent/1ec-9e8c-67283c0000cd</a></p>                                                                                                                                                           |   |
| 8 | <p>MA.5.FR.2.2</p> <p>Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.</p> | n/a | <p>While Reviewer 1 rated this benchmark coverage a full 3 points higher, noting that coverage includes a "use of models," Reviewer 2 states that mixed numbers were "used in comparative lessons only. Students are directed to simplify answers which is not necessary."</p> <p>HMH Response: Extensive mixed number multiplication is shown in Lesson 9.4, p.357 which is a comparison lesson; comparison is essential to multiplying mixed numbers for estimating products and assessing reasonableness. Also performed with area models in Lesson 13.2, p. 453. Both are examples of not showing the standards in isolation (with 5.GR.2.1).</p> | <p>Lesson 9.4, p. 357<br/> <a href="https://www.hmhco.com/C09_Add_and_Subtract/Custom_correlation_id">https://www.hmhco.com/C09_Add_and_Subtract/Custom_correlation_id</a><br/> Lesson 13.2, p.453<br/> <a href="https://www.hmhco.com/C13_Perimeter_and_Area/Custom_correlation_id">https://www.hmhco.com/C13_Perimeter_and_Area/Custom_correlation_id</a></p> |   |

| F                                                                                                                                                                                                                                                                                                                                                            | G                                                                                        | H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | I                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE<br/>_and_Interpret_Data.pdf?custom_correlation_id=1b070d5b-c5cc-<br/>d</p>                                                                                                                                                                                                                        | <p>More information needed.</p>                                                          | <p>Students collect and represent numerical data, including fractional values with denominators of 1, 2, 3, and 4, and decimal values to hundredths, using tables, line graphs or line plots throughout Chapter 18. Examples for the various types of representations are as followed:<br/><b>Tables:</b> Lesson 18.1, Collect and Organize Data, p. 634 students organize and represent numerical data using tally tables.<br/><b>Line Plots:</b> Lesson 18.2, Represent and Interpret Line Plots, on pages 637 and 639, students organize data and represent decimal values to hundredths on a line plot. On page 639 students organize data and represent fractional values, with denominators of 1, 2, and 4, on a line plot.<br/><b>Line Graphs:</b> Lesson 18.3, Represent and Interpret Line Graphs, students <b>g</b> with denominators of 1, 2, and 4, and decimals to the tenths.</p> | <p><a href="https://hmhco.box.com/s/pEkdqIXs77yKrs7Xia7akuxc9gd65m9d">https://hmhco.box.com/s/pEkdqIXs77yKrs7Xia7akuxc9gd65m9d</a></p> |
| <p>6</p> <p>son 18.5, p.655<br/>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE<br/>_and_Interpret_Data.pdf?custom_correlation_id=1b070d5b-c5cc-<br/>d</p>                                                                                                                                                                                           | <p><b>Lesson aligns</b></p>                                                              | <p>The standard is also woven into Lesson 17.6 which focuses on 5.GR.4.1 and 5.GR.4.2 when students collect and organize data in a two-column table on p. 609 in Lesson 17.6.</p> <p>Lesson 18.1, p.634<br/>Lesson 18.2, p 637, 639, 640, 641<br/>Lesson 18.3, p.643, 644, 645, 646, 647<br/>Lesson 17.6, p.609</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                        |
| <p>7</p>                                                                                                                                                                                                                                                                                                                                                     |                                                                                          | <p>Lesson aligns.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                        |
| <p>8</p> <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE<br/>_Fractions_and_Mixed_Numbers_with_Unlike_Denominators.pd<br/>=949888d2-c5cb-11ec-a9a6-3b73d4108379<br/><br/>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE<br/>rea_of_Rectangles_with_Fractional_and_Decimal_Side_Lengths.<br/>_id=d7c1d56d-c5cb-11ec-9f6f-d1b8cf3d1d68</p> | <p>Page 357 not provided.<br/><b>Lesson 13.2 aligns with benchmark expectations.</b></p> | <p>Lesson aligns.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                        |

|                                                               |   |   |   |
|---------------------------------------------------------------|---|---|---|
|                                                               | J | K | J |
| <p style="text-align: center;">Lesson aligns to benchmark</p> | 6 |   |   |
|                                                               | 7 |   |   |
| 8                                                             |   |   |   |

|    | A                                                                                                                                                                                                               | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | D                                                                                                                                                                 | E |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 9  | <p>MA.5.FR.2.3</p> <p>When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating.</p> | n/a | <p>Reviewer 2 states that "Examples in the text call for completing an operation to figure out the relative comparison. The BEST standards state that students should be able to focus on estimation and assessing the reasonableness of answers."</p> <p>HMH Response: Students learn estimation and assessing the reasonableness of answers by comparing products using the whole number part of the mixed number. In Lessons 10.3 and 10.4, students use models to compare the size of the product to the size of a factor when multiplying fractions. Students then determine that when you find a part of a part, the product will be less than either part. Finally, students understand that when a fraction is multiplied by a number greater than 1, the product will always be greater than the fraction. Building reasoning about the size of a product will help students determine if their solutions are reasonable or help them make reasonable estimates.</p> | <p>Lessons 10.3 and 10.4<br/> <a href="https://www.hmhco.com/C10_Multiply_Fraction/576f98cf03b5">https://www.hmhco.com/C10_Multiply_Fraction/576f98cf03b5</a></p> |   |
| 10 | <p>MA.5.GR.1.1</p> <p>Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.</p>  | n/a | <p>Reviewer 1 stated this benchmark coverage 2 points higher, noting "lots of practice with triangles and quadrilaterals."</p> <p>Reviewer 2, on the other hand, states that "Examples classify more than what is necessary. Addresses various polygons not addressed in the BEST standards."</p> <p>HMH Response: Polygons shown are review material, and are also used in 3D prisms; such as the right pentagonal prism on p.491.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Lesson 14.4, p. 491<br/> <a href="https://www.hmhco.com/C10_Multiply_Fraction/576f98cf03b5">https://www.hmhco.com/C10_Multiply_Fraction/576f98cf03b5</a></p>   |   |

| F                                                                                                                   | G                                                              | H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | I                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SEns.pdf?custom_correlation_id=a541362b-c5cb-11ec-866f-</p> | <p><b>Lesson aligns with benchmark expectations.</b></p>       | <p>Lesson aligns.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                      |
| <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SEns.pdf?custom_correlation_id=a541362b-c5cb-11ec-866f-</p> | <p>Link and information provided do not address benchmark.</p> | <p>In Lesson 14.1, Identify and Classify Two-Dimensional Figures, students classify triangles as scalene, isosceles, equilateral, acute, obtuse and right by sides and angles. This lesson also includes the classification of quadrilaterals by defining attributes, including parallelograms, rhombi, rectangles, squares and trapezoids. Problem 12 on p. 476 and Problem 6 on p.477 have students use diagrams to show why quadrilaterals belong or do not belong to a category. In Lesson 14.2, Classify Triangles, students continue to classify as scalene, isosceles, equilateral, acute, obtuse and right triangles. Students explain why and equilateral triangle is also a regular polygon on p. 479 and explain why they cannot draw a right equilateral triangle on p. 480. Problem 6 on p. 481 has students identifying and explaining which triangle does not belong. In, Lesson 14.3, Classify Quadrilaterals, students use attributes to classify and compare parallelograms, rhombi, rectangles, squares, and trapezoids. Students explain how trapezoids and parallelograms are different on p. 485.They use a Venn Diagram to sort quadrilaterals and show relationships on p. 486. On p. 487, students explain whether or not a trapezoid can have more than one pair of parallel sides that have the same length. On p. 488, students are given descriptions of quadrilaterals and must identify and explain why the figures fit into the category.</p> <p>Lesson 14.1, p.473, 474, 475, 476, 477, 478<br/>Lesson 14.2, p.479, 480, 481, 482, 483, 484<br/>Lesson 14.3, p.485, 486, 487, 488, 489, 490</p> | <p><a href="https://hmhco.box.com/s/ufpI0Zmhw992ds0qd2wnusqfvg9puca">https://hmhco.box.com/s/ufpI0Zmhw992ds0qd2wnusqfvg9puca</a></p> |



|    |                            |   |  |   |
|----|----------------------------|---|--|---|
| 10 | Lesson aligns to benchmark | 9 |  | J |
|    |                            |   |  | K |
|    |                            |   |  | L |

|    | A                                                                                                                                                                                                                                           | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | D                                                                                                                                                                                                                                                                                                                                     | E |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 11 | <p>MA.5.GR.1.2<br/>Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.</p> | n/a | <p>Reviewer 1 rated this benchmark coverage a full 3 points higher at a 5, noting that there is "adequate coverage of 3-d figures."<br/><br/>Reviewer 2 states "Extraneous material in lesson. Examples should be limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres."<br/><br/>HMH Response: Pentagonal prism with equal sides and angles that are shown are right prisms, which are included in the benchmarks. p. 491.</p>                                                           | <p>Lesson 14.4, p. 491<br/><a href="https://www.hmhco.com/C10_Multiply_Fraction/576f98cf03b5">https://www.hmhco.com/C10_Multiply_Fraction/576f98cf03b5</a></p>                                                                                                                                                                        |   |
| 12 | <p>MA.5.GR.2.1<br/>Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.</p>                                                                                                 | n/a | <p>Reviewer 1 states "Chapter 10, Lesson 5 is not in 5th grade standards; perhaps middle school?"<br/><br/>HMH Response: This shows benchmarks NOT taught in isolation and is an example of a problem-solving lessons that demonstrates how to solve benchmarks 5.FR.2.2 and 5.FR.2.3. Examples of fractional and decimal side lengths in Lessons 13.1, p.447-450 and 13.2, p.453-456<br/><br/>Reviewer 2 rated this benchmark coverage 2 points higher with a 4, noting "Questions cover both fractional and decimal side lengths."</p> | <p>Lesson 10.5, p.363<br/><a href="https://www.hmhco.com/C10_Multiply_Fraction/576f98cf03b5">https://www.hmhco.com/C10_Multiply_Fraction/576f98cf03b5</a><br/><br/>Lesson 13.1, pp. 447-448<br/><a href="https://www.hmhco.com/C13_Perimeter_and_Area/576f98cf03b5">https://www.hmhco.com/C13_Perimeter_and_Area/576f98cf03b5</a></p> |   |

| F                                                                                                                                                                                                                                                                                                                                                                   | G                                                                                                                                                                                                                                                      | H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | I                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <p><a href="#">/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SEns.pdf?custom_correlation_id=a541362b-c5cb-11ec-866f-</a></p>                                                                                                                                                                                                                                 | <p>Link and information provided do not address benchmark.</p>                                                                                                                                                                                         | <p>All figures within, Lesson 14.4, Identify and Classify Three-Dimensional Figures, are categorized as either right pyramids, right prisms, right circular cylinders, right circular cones, or spheres. Students identify, describe, and classify figures based on their defining attributes including the number and shape of faces, number and shape of bases, whether or not there is an apex, curved or straight edges and curved or flat faces.</p> <p>Lesson 14.4 p.491, 492, 493, 494, 495, 496</p>                                                                                                                                                                                                                                                                                                                                   | <p><a href="https://hmhco.box.com/s/taK3hksvimg87r9uqzdl1uxr92umhki">https://hmhco.box.com/s/taK3hksvimg87r9uqzdl1uxr92umhki</a></p>         |
| <p>11</p> <p><a href="#">/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SEns.pdf?custom_correlation_id=a541362b-c5cb-11ec-866f-</a></p> <p>50; Lesson 13.2, pp. 453-456</p> <p><a href="#">/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SErea_of_Rectangles_with_Fractional_and_Decimal_Side_Lengths:_id=d7c1d56d-c5cb-11ec-9f6f-d1b8cf3d1d68</a></p> | <p>Lesson 10.5 does not align with the expectation of the benchmark (MA.5.FR.2.3 'When multiplying a given number by a fraction. This lesson is asking students to determine the number). Lessons 13.1 and 13.2 align with benchmark expectations.</p> | <p>Students use formulas to find the perimeter and area of figures with decimal side lengths in Lesson 13.1, and provide the measurements with appropriate units in word form. Students provide the Students also use tiling of a rectangle with fractional lengths to find the area on p.448.</p> <p>Students use formulas to find the perimeter and area of figures with fractional side lengths in Lesson 13.2, and provide the measurements with appropriate units in word form. Students also use tiling of a rectangle with fractional lengths to find the area on p.454.</p> <p>In Lesson 13.3, students use multiplication and unit tiles and grids to find the area of a rectangle with fractional sides.</p> <p>Lesson 13.1, p. 447, 448, 449, 450<br/>Lesson 13.2, p.453, 454, 455, 456<br/>Lesson 13.3, p. 459, 460, 461, 462</p> | <p><a href="https://hmhco.box.com/s/7ccfih6pcv4sp09zxxoif4eqczqgr3vs8li">https://hmhco.box.com/s/7ccfih6pcv4sp09zxxoif4eqczqgr3vs8li</a></p> |
| 12                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                              |

| J                                                               | K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | L                                                                                                                                    |
|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <p>11</p> <p>Benchmark vocabulary not referenced in lesson.</p> | <p>The following benchmark vocabulary has been referenced and highlighted on Lesson 14.4 pages 491 and 492:</p> <ul style="list-style-type: none"> <li>right pyramids</li> <li>pentagonal pyramid</li> <li>rectangular pyramid</li> <li>square pyramid</li> <li>triangular pyramid</li> <li>right prisms</li> <li>decagonal prism</li> <li>octagonal prism</li> <li>hexagonal prism</li> <li>pentagonal prism</li> <li>rectangular prism</li> <li>triangular prism</li> <li>right circular cylinders</li> <li>right circular cones</li> <li>spheres</li> <li>bases</li> <li>lateral faces</li> <li>apex</li> </ul> | <p><a href="https://hnhco.box.com/s/6ab7cwpz4shbd5nvhrzw2idnu30nel5">https://hnhco.box.com/s/6ab7cwpz4shbd5nvhrzw2idnu30nel5</a></p> |
| <p>12</p> <p>Lessons provided aligns to benchmark</p>           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                      |

|    | A                                                                                                                                                                                     | B   | C                                                                                                                                                                                                                                                                                                                                                                        | D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | E |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 13 | <p>MA.5.GR.4.1<br/>Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.</p>                             | n/a | <p>Reviewer 1 states that in Lesson 17.3, p.591, students write the ordered pairs to find the rule.<br/>HMH Response: This is also an example of using standards together and not in isolation. (with 5.GR.4.1 and 5.GR.4.2)<br/>Reviewer 2 rated this benchmark coverage 2 points higher with a 4, notes "Materials fairly instruct how to plot and label points ."</p> | <p>Lesson 17.3 p. 591<br/><a href="https://www.hmhco.com/C17_Graphs_and_Points/a7d4422cc62e4">https://www.hmhco.com/C17_Graphs_and_Points/a7d4422cc62e4</a></p>                                                                                                                                                                                                                                                                                                                                              |   |
| 14 | <p>MA.5.M.1.1<br/>Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.</p>                | n/a | <p>Reviewer 2 states: Conversion included length, volume, and capacity; however, there were no time conversion present.<br/>HMH Response: One simple time conversions is included in 16.3, p.563, but this absence was noted in the errata process and will be corrected on the next printing.</p>                                                                       | <p>Lesson 16.3, p.563<br/><a href="https://www.hmhco.com/C16_Convert_Units_of_Measurement/af64afb386a2">https://www.hmhco.com/C16_Convert_Units_of_Measurement/af64afb386a2</a></p>                                                                                                                                                                                                                                                                                                                          |   |
| 15 | <p>MA.5.NSO.1.1<br/>Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.</p> | n/a | <p>Reviewer 1 stated that there is "not enough attention to this standard, only addressed in one lesson."<br/>HMH Response: More examples exist with other standards, as shown in Lesson 3.1, p. 83, Lesson 5.1, p. 149 and Lesson 7.1 p. 219</p>                                                                                                                        | <p>Lesson 3.1, p. 83<br/><a href="https://www.hmhco.com/C03_Place_Value_and_Rounding/95a2dd181d23">https://www.hmhco.com/C03_Place_Value_and_Rounding/95a2dd181d23</a><br/>Lesson 5.1, p.149<br/><a href="https://www.hmhco.com/C05_Multiply_Decimals/c5cb-11ec-b70b-714ac8">https://www.hmhco.com/C05_Multiply_Decimals/c5cb-11ec-b70b-714ac8</a><br/>Lesson 7.1, p.219<br/><a href="https://www.hmhco.com/C07_Divide_Decimals/d7c7ddd61c1d">https://www.hmhco.com/C07_Divide_Decimals/d7c7ddd61c1d</a></p> |   |

| F                                                                                                                               | G                                                                                                                      | H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | I                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_errns.pdf?custom_correlation_id=0b4f9e24-c5cc-11ec-b420-</p>         | <p>It is not the expectation of the benchmarks identified for students to write a rule to describe a relationship.</p> | <p>P. 591 in Lesson 17.3 focuses on the connection of the number line to the x-axis and y-axis and the first number in the ordered pair as the input and the second number as the output. In Lesson 17.4, Students extend their knowledge of rules and patterns acquired in earlier lessons correlating to 5.AR.3.1 and 5.AR.3.2 to plot and label whole-number ordered pairs in the first quadrant of the coordinate plane on pages 597, 598, 599, and 601. Problem 8 on p.600 and Problem 5. on p.602 have students using two-column tables to identify coordinates for a coordinate plane. Lesson 17.5, focuses on identifying whole-number ordered pairs and plotting points with connection of the number line to the x-axis and y-axis. Students use their understanding of inputs and outputs to explain why an ordered pair is incorrect in Problem 28 on p. 606. In Lesson 17.6, students use a two-column table to organize data collected in an experiment and then display the data on a coordinate plane. Students write and plot the points for each ordered pair.</p> <p>Lesson 17.3, p 591<br/>Lesson 17.4, p.597, 598, 599, 600<br/>Lesson 17.5, p.603, 604, 605, 606<br/>Lesson 17.6, p.610, 611, 612</p> | <p><a href="https://hmhco.box.com/s/2afcecd1b74uulr9n2rg3ldjia46vc09">https://hmhco.box.com/s/2afcecd1b74uulr9n2rg3ldjia46vc09</a></p> |
| <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_Measure.pdf?custom_correlation_id=ffa132ba-c5cb-11ec-9255-</p>       |                                                                                                                        | <p>In Lesson 16.3 there are many examples of conversions within a single system, including length, volume, capacity, and time.</p> <p>Lesson 16.3, pp. 563, 564, 565, 566</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><a href="https://hmhco.box.com/s/kce15cuw62v2q8f0cqustdjnzvum7jgw">https://hmhco.box.com/s/kce15cuw62v2q8f0cqustdjnzvum7jgw</a></p> |
| <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_Decimal.pdf?custom_correlation_id=4365a37a-c5cb-11ec-9dd9-9a7a19</p> | <p>Examples provided align to benchmark expectations.</p>                                                              | <p>Lesson aligns.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                        |
| <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE.pdf?custom_correlation_id=775f4cf2-c5cb-11ec-b70b-</p>               |                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                        |

|    | J                                                                                                                                                         | K                                                                                                                                                                                                                                             | L   |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 13 | Lesson 17.3 still asks students to write a rule which is not an expectation in either of the identified benchmarks. All other lessons align to benchmark. | Lesson 17.3 has been removed from the chapter since MA.5.GR.4.1 and MA.AR.3.2. have adequate standard coverage in other lessons within the program. This change will appear in the digital program immediately and upon reprint of the books. | n/a |
| 14 | Lesson aligns to benchmark                                                                                                                                |                                                                                                                                                                                                                                               |     |
| 15 |                                                                                                                                                           |                                                                                                                                                                                                                                               |     |

|    | A                                                                                                                                                                                                                                                                                | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                           | D                                                                                                                                                                                                                                                                                                                                                        | E |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 16 | <p>MA.5.NSO.1.2</p> <p>Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.</p>                                                                                                                                 | n/a | <p>While Reviewer 2 rated this benchmark coverage 2 points higher, giving it a 4, noting "Materials address the standard fully."</p> <p>HMH Response: There is limited items on using expanded notation." Reviewer 1 stated "only one lesson for a concept that requires more attention." However, there are further examples in Lessons 3.1, 3.2, and 3.3 of using multiple forms of numbers.</p>                                                          | <p>Lessons 3.1, 3.2, and 3</p> <p><a href="https://www.hmhco.com/C03_Practice_Value_and_95a2dd181d23">https://www.hmhco.com/C03_Practice_Value_and_95a2dd181d23</a></p>                                                                                                                                                                                  |   |
| 17 | <p>MA.5.NSO.1.3</p> <p>Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place.</p> <p>Demonstrate the compositions or decompositions using objects, drawings and expressions or equations.</p> | n/a | <p>While Reviewer 2 rated this benchmark coverage 3 full points higher with a 5, stating "Materials addressed the standard fully with multiple ways to depict composition and decomposition," Reviewer 1 stated that there is not enough content to support this concept.</p> <p>HMH Response: Decimal composition and decomposition are covered in Lesson 3.2 and 3.3 with models, by drawing, in place value tables, and by relating it to Fractions.</p> | <p>Lesson 3.1, 83-88; Les</p> <p><a href="https://www.hmhco.com/C03_Practice_Value_and_95a2dd181d23">https://www.hmhco.com/C03_Practice_Value_and_95a2dd181d23</a></p>                                                                                                                                                                                   |   |
| 18 | <p>MA.5.NSO.1.5</p> <p>Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.</p>                                                                                                                                           | n/a | <p>Reviewer 2 stated that "Instruction does meet the standard."</p> <p>HMH Response: This benchmark is completely covered in Lesson 3.5, p.107 and there is no expectation in the benchmark or clarifications that number lines should be used</p>                                                                                                                                                                                                          | <p>Lesson 3.5, p.107</p> <p><a href="https://www.hmhco.com/C03_Practice_Value_and_95a2dd181d23">https://www.hmhco.com/C03_Practice_Value_and_95a2dd181d23</a></p>                                                                                                                                                                                        |   |
| 19 | <p>MA.5.NSO.2.1</p> <p>Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.</p>                                                                                                                                                      | n/a | <p>Reviewer 1 states "Instruction does not include practice of various algorithms ."</p> <p>HMH Response: Lesson 1.1 covers this standard completely as there is not a need to have various algorithms according to the benchmark. That being said, Lessons 2.5 and 2.6 bar models are used as an instructional method as well.</p>                                                                                                                         | <p>Lesson 1.1, p.7</p> <p><a href="https://www.hmhco.com/C01_Understand_Multipl_1fe07103-1f9b">https://www.hmhco.com/C01_Understand_Multipl_1fe07103-1f9b</a></p> <p>Lessons 2.5 and 2.6, p</p> <p><a href="https://www.hmhco.com/C02_Practice_Multiplic_id=cc0d7d23-05e6-45d">https://www.hmhco.com/C02_Practice_Multiplic_id=cc0d7d23-05e6-45d</a></p> |   |



|    | F                                                                                                                                                                                                                                                                                                                                                                    | G                                                                                                                                                                                                                                                               | H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | I                                                                                                                                        |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
|    | <p>3, pp.83-100, pp.95-100<br/> <a href="#">/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_Decimals.pdf?custom_correlation_id=4365a37a-c5cb-11ec-9dd9-</a></p>                                                                                                                                                                                              | <p>There is limited evidence of multi-digit numbers extending beyond the ones place.</p>                                                                                                                                                                        | <p>Students revisit 5.NSO.1.2 in Lesson 5.4 when they demonstrate understanding of expanded form and place value of decimals by multiply a multi-digit decimal and a whole number using expanded form.<br/><br/> Lesson 5.4, p.167, 168, 169, 170, 171</p>                                                                                                                                                                                                                              | <p><a href="https://hmhco.box.com/s/6d4hvn1a5xihbeco9ymq8z7gaddqunx9k">https://hmhco.box.com/s/6d4hvn1a5xihbeco9ymq8z7gaddqunx9k</a></p> |
| 16 | <p>son 3.2, pp. 89-94; Lesson 3.3, pp.95-100<br/> <a href="#">/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_Decimals.pdf?custom_correlation_id=4365a37a-c5cb-11ec-9dd9-</a></p>                                                                                                                                                                            | <p>There are exampmles that show that the lessons meet benchmark expectations.</p>                                                                                                                                                                              | <p>Lesson aligns.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                          |
| 17 | <p><a href="#">/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_Decimals.pdf?custom_correlation_id=4365a37a-c5cb-11ec-9dd9-</a></p>                                                                                                                                                                                                                           | <p>Lesson aligns to benchmark expectation.</p>                                                                                                                                                                                                                  | <p>Lesson aligns.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                          |
| 18 | <p><a href="#">/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_Application_and_Division_of_Whole_Numbers.pdf?custom_correlation_id=489f-a081-b9354060d528</a><br/><br/> <p>63-74<br/> <a href="#">/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_Application_and_Division_of_Whole_Numbers.pdf?custom_correlation_id=af99-47205a741bd1</a></p> </p> | <p>Although there is no need for a students to have various algorithms, however the expectation to expose students to various algorithms so that they can determine which method they prefer to use. Evidence provided does not met benchmark expectations.</p> | <p>Students have multiplied multi-digit numbers in Grade 4, so in Lesson 1.1, students extend and apply that knowledge. Students estimate and then find the product of multi-digit whole numbers. Problems 3–33 do not specify that students must use a standard algorithm to find the product. Students have learned various methods in previous grades and can apply the method of choice while multiplying multi-digit numbers in Grade 5.<br/><br/> Lesson 1.1, p.9, 10, 11, 12</p> | <p><a href="https://hmhco.box.com/s/tie667y3msqpbca5iyut390vw2e1h54j">https://hmhco.box.com/s/tie667y3msqpbca5iyut390vw2e1h54j</a></p>   |
| 19 |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                          |

|    | J                                                                                                                                                                                                                                                                                     | K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | L                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                      |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 16 | Different lesson presented this round- information provided does not address benchmark                                                                                                                                                                                                | The following items in Lessons 3.2 and 3.3 involve reading and writing multi-digit numbers extending beyond the ones place with decimals to the thousandths using standard form, word form and expanded form.<br>L3.2: p. 89 Try This Problem A<br>L3.2: p. 91 Problems 2, 6, 8, 10, 12, 14<br>L3.2: p. 92 Problem 17<br>L3.2: p.93 Problems 22, 24, 26, 28, 30, 33<br>L3.3: p. 97 Problems 2, 6, 9<br>L3.3: p. 99 Problems 17, 20<br>L3.3: p.100 Problems 25, 26                                                     | Lesson 5.4 does not address the benchmark in isolation as the Chapter 3 lessons, but was referenced because students apply their understanding of expanded form of multi-digit decimal numbers, extending beyond the ones place, when they multiply a decimal and a whole number using expanded form. | <a href="https://hnhco.box.com/s/17szhe8hmsd1ussv3v5yz3tzy0jpyioe">https://hnhco.box.com/s/17szhe8hmsd1ussv3v5yz3tzy0jpyioe</a><br><a href="https://hnhco.box.com/s/juljxi6w6dgg85kbutyz78154by8xqwrw">https://hnhco.box.com/s/juljxi6w6dgg85kbutyz78154by8xqwrw</a> |
| 17 |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                      |
| 18 |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                      |
| 19 | With students only being shown partial products it can be seen that that is the strategy to be used for the entire lesson. If students are not required to use a particular method that should be stated. Student 4th grade instruction and retention of content may not be the same. | The focus of Lesson 1.1 is for students to multiply multi-digit whole numbers including using a standard algorithm with procedural fluency. Examples shown on pages 7 and 8 involve multiplication using partial products as well as using patterns of zeros to find the product of multiples of 10. Direction lines on pages 8–12 encourage students to multiply using the method of their choice. Problem Solving items do not specify methods, therefore students can use any method to solve the multiplications. | <a href="https://hnhco.box.com/s/5jovxhnrsth1xw37cyec1qzgez571fnc">https://hnhco.box.com/s/5jovxhnrsth1xw37cyec1qzgez571fnc</a>                                                                                                                                                                       |                                                                                                                                                                                                                                                                      |

|    | A                                                                                                                                                                                   | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | D                                                                                                                                                                                 | E |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 20 | MA.5.NSO.2.2<br>Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions. | n/a | While Reviewer 1 rated this benchmark coverage 3 points higher with a 5, and noted "Multiple representations used," Reviewer 2 stated that "good use of partial quotient initially then it leans into long division standard algorithm for the rest of the division practice."<br><br>HMH Response: Other methods are used, such as quick pictures in Lesson 1.2, partial quotients in Lesson 1.3, the standard algorithm in Lesson 2.1, interpreting remainders and writing them as fractions in Lesson 2.2, and adjust quotients in Lesson 2.3. | Lesson 1.1<br><a href="https://www.hmhco.com/C01_Understand_Multiplication_id=1fe07103-1f9b">https://www.hmhco.com/C01_Understand_Multiplication_id=1fe07103-1f9b</a>             |   |
| 21 |                                                                                                                                                                                     |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Lesson 2.5 and 2.6<br><a href="https://www.hmhco.com/C02_Practice_Multiplication_id=cc0d7d23-05e6-456">https://www.hmhco.com/C02_Practice_Multiplication_id=cc0d7d23-05e6-456</a> |   |

|    | F                                                                                                                                                                                                                                                                                                                        | G                                                           | H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | I                                                                                                                                    |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| 20 | <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE<br/> application_and_Division_of_Whole_Numbers.pdf?custom_correla<br/> 489f-a081-b9354060d528</p> <p>/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE<br/> ication_and_Division_of_Whole_Numbers.pdf?custom_correlation<br/> ta-atf99-47205a741bd1</p> | <p>No evidence of representing remainders as fractions.</p> | <p>Students represent remainders as fractions, not in simplest form, for all problems with remainders throughout the following lessons.<br/> In Lesson 1.3, Partial Quotients, students divide multi-digit whole numbers by 2-digit divisors using partial quotients.<br/> In Lesson 2.1, Divide by 2-Digit Divisors, divide multi-digit whole numbers by 2-digit divisors using standard algorithm.<br/> In Lesson 2.2, Interpret the Remainder, students represent the remainder as a fraction and interpret the remainder based on the problem situation.<br/> Lesson 2.3, Adjust Quotients, students estimate quotients for division of multi-digit whole numbers by 2-digit divisors using standard algorithm.</p> <p>Lesson 1.3, p.19, 20, 21, 22<br/> Lesson 2.1, p.39, 40, 41, 42<br/> Lesson 2.2, p.45, 47, 48, 49<br/> Lesson 2.3, p.51, 52, 53, 55</p> | <p><a href="https://hmhco.box.com/s/7wgg0xbnngobbi8im41or172ei09xio">https://hmhco.box.com/s/7wgg0xbnngobbi8im41or172ei09xio</a></p> |
| 21 |                                                                                                                                                                                                                                                                                                                          |                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                      |

|    |                            |   |   |
|----|----------------------------|---|---|
|    | J                          | K | L |
| 20 | Lesson aligns to benchmark |   |   |
| 21 |                            |   |   |

**From:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>

**Sent:** Wednesday, May 04, 2022 2:00 PM EDT

**To:** Baumbach, Amber; Hamilton, Lauren; Jacobson, Lisa

**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; Drew Parker; Duncan, Patricia; Starling, Courtney; Harvey, Ashley

**Subject:** RE: HMM initial appeal call

**Attachment(s):** "image001.png", "image002.png", "image003.jpg"

Thanks Amber. We will stick with the same team that was on the call last week.

Thanks,

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Sent:** Wednesday, May 4, 2022 11:45 AM

**To:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>

**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>; Duncan, Patricia <Patricia.Duncan@fldoe.org>; Starling, Courtney <Courtney.Starling@fldoe.org>; Harvey, Ashley <Ashley.Harvey@fldoe.org>

**Subject:** RE: HMM initial appeal call

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---

Yes, please feel free to forward the meeting invite to whomever you wish to be there.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>

**Sent:** Wednesday, May 4, 2022 11:43 AM

**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>

**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>; Duncan, Patricia <Patricia.Duncan@fldoe.org>; Starling, Courtney <Courtney.Starling@fldoe.org>; Harvey, Ashley <Ashley.Harvey@fldoe.org>

**Subject:** RE: HMM initial appeal call

Amber - Great, thank you so much. I just want to verify the call for next steps is still for our contacts, correct?

Thanks,

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Wednesday, May 4, 2022 11:27 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>; Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>; Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>; Harvey, Ashley <[Ashley.Harvey@fldoe.org](mailto:Ashley.Harvey@fldoe.org)>  
**Subject:** RE: HMM initial appeal call

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Hi Tavi,

I was just working on that J  
I've scheduled a meeting to discuss the next steps with our math content specialists on Friday at 1:00 pm. Please see the link to the meeting below.

Thanks!

HMM - Appeal  
Fri, May 6, 2022 1:00 PM - 1:30 PM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**

<https://meet.goto.com/440187477>

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United States: [+1 \(571\) 317-3116](tel:+15713173116)

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**Join from a video-conferencing room or system.**

Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](http://inroomlink.goto.com)

Meeting ID: 440 187 477

Or dial directly: [440187477@67.217.95.2](tel:440187477@67.217.95.2) or [67.217.95.2###440187477](tel:67.217.95.2###440187477)

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Wednesday, May 4, 2022 11:16 AM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

Good morning Lauren - Could you please provide a status/ETA of HMM's appeal?

Thanks,  
Tavi

Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hmhco.com](http://hmhco.com)

---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Friday, April 29, 2022 7:34 AM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hmhco.com](mailto:Lisa.Jacobson@hmhco.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hmhco.com](mailto:Lataviance.Taylor@hmhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

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Thanks, Lisa. We will send all documents for review and reach out with next steps soon.

Please let me know if there's anything we can do to assist.

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hmhco.com](mailto:Lisa.Jacobson@hmhco.com)>  
**Sent:** Thursday, April 28, 2022 9:52 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hmhco.com](mailto:Lataviance.Taylor@hmhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Dear Lauren,

Thank you for providing us with appeal template. On behalf of HMH, I am sending you the completed Appeal files for the following:

HMH Florida's B.E.S.T. Go Math! Grade K  
HMH Florida's B.E.S.T. Go Math! Grade 1  
HMH Florida's B.E.S.T. Go Math! Grade 2  
HMH Florida's B.E.S.T. Go Math! Grade 5  
HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**

<https://www.hmhco.com/ui/login/?connection=91005680>

**State:** EVALUATOR

**District:** FL K-12 Math Review-91005680

**Teacher Username:** FL-DemoTeacher1

**Teacher Password:** TheBEST1!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,

Lisa

AMERICAN  
OVERSIGHT

FL-DOE-22-0431-A-002351



---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Tuesday, April 26, 2022 12:01 PM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

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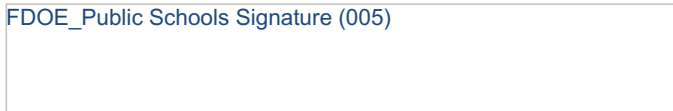
Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)



---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, April 25, 2022 9:53 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** HMH initial appeal call

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Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**

<https://meet.goto.com/547145269>

**You can also dial in using your phone.**

United States (Toll Free): [1 877 309 2073](tel:18773092073)

United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 547-145-269

**Join from a video-conferencing room or system.**

Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](https://inroomlink.goto.com)

Meeting ID: 547 145 269

Or dial directly: [547145269@67.217.95.2](tel:547145269@67.217.95.2) or [67.217.95.2##547145269](tel:67.217.95.2##547145269)

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

**From:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>  
**Sent:** Wednesday, May 04, 2022 11:43 AM EDT  
**To:** Baumbach, Amber; Hamilton, Lauren; Jacobson, Lisa  
**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; Drew Parker; Duncan, Patricia; Starling, Courtney; Harvey, Ashley  
**Subject:** RE: HMH initial appeal call  
**Attachment(s):** "image001.png", "image002.png", "image003.jpg"

Amber - Great, thank you so much. I just want to verify the call for next steps is still for our contacts, correct?

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Sent:** Wednesday, May 4, 2022 11:27 AM  
**To:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>  
**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>; Duncan, Patricia <Patricia.Duncan@fldoe.org>; Starling, Courtney <Courtney.Starling@fldoe.org>; Harvey, Ashley <Ashley.Harvey@fldoe.org>  
**Subject:** RE: HMH initial appeal call

**This message originated from outside your organization**

Hi Tavi,

I was just working on that J  
I've scheduled a meeting to discuss the next steps with our math content specialists on Friday at 1:00 pm. Please see the link to the meeting below.

Thanks!

HMH - Appeal  
Fri, May 6, 2022 1:00 PM - 1:30 PM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**

<https://meet.goto.com/440187477>

**You can also dial in using your phone.**

United States (Toll Free): [1 866 899 4679](tel:18668994679)

United States: [+1 \(571\) 317-3116](tel:+15713173116)

**Access Code:** 440-187-477

**Join from a video-conferencing room or system.**

Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](http://inroomlink.goto.com)

Meeting ID: 440 187 477

Or dial directly: [440187477@67.217.95.2](tel:440187477@67217952) or [67.217.95.2###440187477](tel:67217952###440187477)

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>

**Sent:** Wednesday, May 4, 2022 11:16 AM

**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

Good morning Lauren - Could you please provide a status/ETA of HMH's appeal?

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>

**Sent:** Friday, April 29, 2022 7:34 AM

**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

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---

Thanks, Lisa. We will send all documents for review and reach out with next steps soon.

Please let me know if there's anything we can do to assist.

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>

**Sent:** Thursday, April 28, 2022 9:52 PM

**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

Dear Lauren,

Thank you for providing us with appeal template. On behalf of HMH, I am sending you the completed Appeal files for the following:

FL-DOE-22-0431-A-002355

HMH Florida's B.E.S.T. Go Math! Grade K  
HMH Florida's B.E.S.T. Go Math! Grade 1  
HMH Florida's B.E.S.T. Go Math! Grade 2  
HMH Florida's B.E.S.T. Go Math! Grade 5  
HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**

<https://www.hmhco.com/ui/login/?connection=91005680>

**State:** EVALUATOR

**District:** FL K-12 Math Review-91005680

**Teacher Username:** FL-DemoTeacher1

**Teacher Password:** TheBEST1!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hmhco.com](mailto:lisa.jacobson@hmhco.com)  
[hmhco.com](http://hmhco.com)



---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Tuesday, April 26, 2022 12:01 PM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hmhco.com](mailto:Lataviance.Taylor@hmhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelina.Rivers1@fldoe.org](mailto:Angelina.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hmhco.com](mailto:Lisa.Jacobson@hmhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

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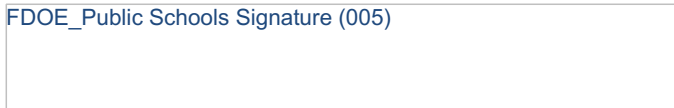
Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)



---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hmhco.com](mailto:Lataviance.Taylor@hmhco.com)>

**Sent:** Monday, April 25, 2022 9:53 AM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMM initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Sent:** Monday, April 25, 2022 9:50 AM

**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** HMM initial appeal call

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Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMM has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMM - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

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United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 547-145-269

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Meeting ID: 547 145 269

Or dial directly: [547145269@67.217.95.2](tel:547145269@67.217.95.2) or [67.217.95.2###547145269](tel:67.217.95.2###547145269)

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature



**From:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>  
**Sent:** Wednesday, May 18, 2022 9:58 AM EDT  
**To:** Baumbach, Amber; Jacobson, Lisa  
**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; Drew Parker  
**Subject:** RE: HMH initial appeal call  
**Attachment(s):** "MA.1.M.2.2\_G1\_GoMathFL\_Equal Amounts Revision.pdf", "image002.png", "image008.png", "image009.jpg", "image010.jpg", "image011.jpg", "image012.png", "image013.jpg", "image014.png"

Amber - Good morning. Attached is the revised lesson that shows the tails side of the quarter (page 414).

Please let me know is there is anything else

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Sent:** Tuesday, May 17, 2022 2:59 PM  
**To:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>  
**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>  
**Subject:** RE: HMH initial appeal call

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---

Thanks, Tavi,  
Please send the PDF of that change once you have it because I'll need to route everything for approval.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>  
**Sent:** Tuesday, May 17, 2022 2:56 PM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>  
**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>  
**Subject:** RE: HMH initial appeal call

Good afternoon Amber - We will make this change to show the back (tails) of the quarter.

Please let us know if there is anything further you need from us.

Thanks,  
Tavi



**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Taylor, Lataviance L  
**Sent:** Tuesday, May 17, 2022 11:41 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Hi Amber - I will forward tis to the team and get back to you as soon as possible.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

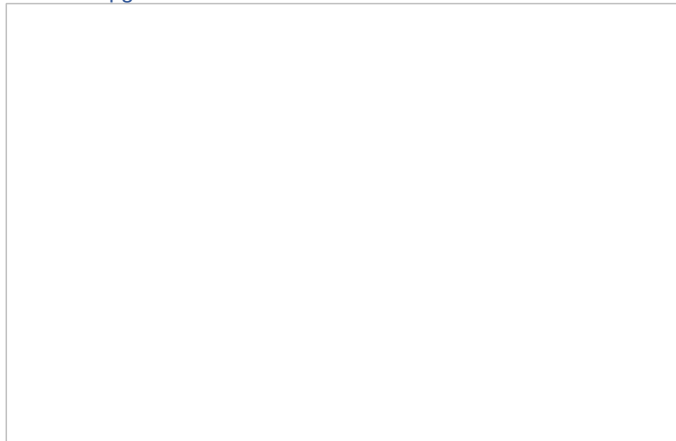
**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Tuesday, May 17, 2022 11:29 AM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

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Hi Lisa,

Grade 5 has been approved by our content specialist J  
In Grade 1, the clarification of MA.1.M.2.2 states, "Clarification 1: Instruction includes the recognition of both sides of a coin."  
Would it be possible to place the back side (or "tails") of a quarter next to the existing quarter here to satisfy that clarification?  
This is on pg. 414.



Once we have this standard cleared we are good to route grades 1 and 5 for approval.

Thank you,  
Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street

Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Friday, May 13, 2022 4:18 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Hello Amber! Pardon my delay in responding, but both Tavi and I were out of the office today, but in checking my email this afternoon, I saw yours. Thank you, thank you!

Attached are the final changes/responses for Grades 1 and 5. If you need anything further from us, please don't hesitate to let us know

Thank you again, and have a wonderful weekend!

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, May 13, 2022 2:51 PM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

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Hi Lisa and Tavi,

We are happy to report that HMHs K-5 series, 6 accelerated, and the two pre-calculus bids are now on the adoption list! We look forward to seeing your final and approved updates for the pending standards in the K-5 series. It's been a pleasure working with you throughout the appeal process.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Thursday, May 12, 2022 10:34 AM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Thank you Amber, I'll forward this information to our team.

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Thursday, May 12, 2022 10:32 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

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Hi all,

Content specialists have reviewed your submissions and we've scheduled a call for this afternoon at 1:00 PM to discuss. Please note that we are only addressing standards in grade 1 and grade 5. Standards for grade 6 accelerated have been fully approved. I've attached the spreadsheet with the most recent comments. Anything marked in green is approved and no further action is needed. Anything marked in red needs further discussion/edits.

Please see below for the link to the meeting invite.

HMH - Appeal call  
Thu, May 12, 2022 1:00 PM - 1:30 PM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**  
<https://meet.goto.com/305173301>

**You can also dial in using your phone.**  
United States (Toll Free): [1 877 309 2073](tel:18773092073)  
United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 305-173-301

**Join from a video-conferencing room or system.**  
Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](http://inroomlink.goto.com)  
Meeting ID: 305 173 301  
Or dial directly: [305173301@67.217.95.2](tel:305173301@67.217.95.2) or [67.217.95.2##305173301](tel:67.217.95.2##305173301)

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>

**Sent:** Tuesday, May 10, 2022 3:47 PM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMM initial appeal call

Amber - Thank you. I will advise the team.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Sent:** Tuesday, May 10, 2022 3:42 PM

**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMM initial appeal call

**This message originated from outside your organization**

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Hi Tavi,

Please make the changes in your digital platform. Once we can see that they've been made we can seek leadership approval.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>

**Sent:** Monday, May 9, 2022 4:41 PM

**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMM initial appeal call

Hi Amber,

Our submission to DOE included .pdfs of the changes we intended to make to address the issues related to inclusion of special topics. We believed that we would hear from DOE first, and then we would make the changes. If DOE desires for us to make the changes first, please let us know, and we will immediately make the changes on our digital content platform. Just let us know.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Monday, May 9, 2022 3:41 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Hi Amber, thank you for reaching out. We will look into this and respond shortly.

Best,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



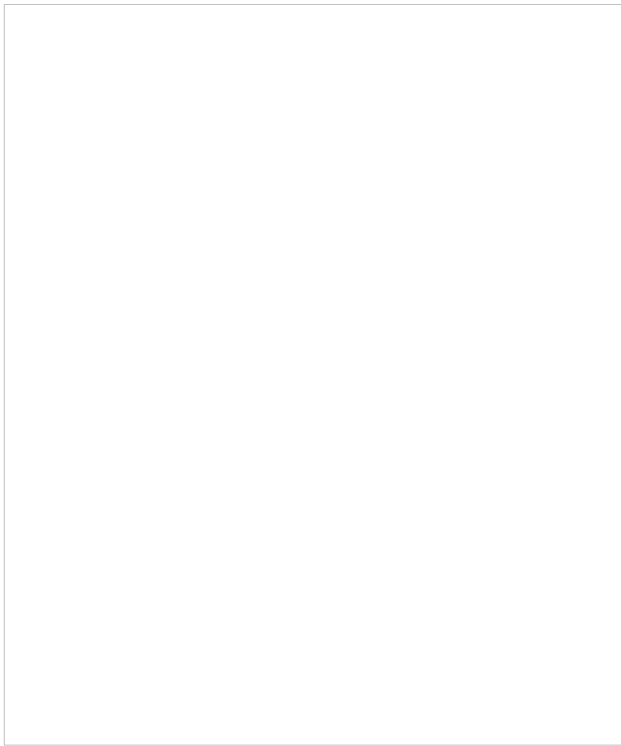
---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, May 9, 2022 3:40 PM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

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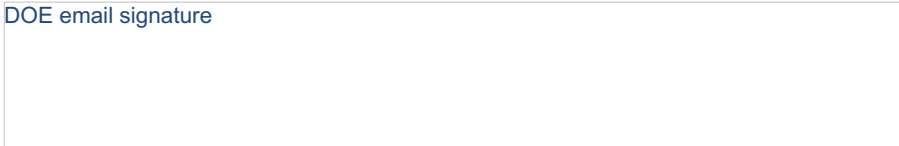
Hi Lisa,

I'm looking at the special topics concerns that reviewers have noted. I see on the link on the spreadsheet that these sections have been marked up for removal. However, when I look at the section on your digital platform, the section marked for removal is still there. Do you know when these will be removed from your digital platform?  
For example, for Kindergarten, this is what I see in the materials (the green box is marked for removal on the spreadsheet):



Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature



---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Thursday, April 28, 2022 9:52 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radevlaw.com](mailto:dparker@radevlaw.com)>  
**Subject:** RE: HMH initial appeal call

Dear Lauren,

Thank you for providing us with appeal template. On behalf of HMH, I am sending you the completed Appeal files for the following:

HMH Florida's B.E.S.T. Go Math! Grade K  
HMH Florida's B.E.S.T. Go Math! Grade 1  
HMH Florida's B.E.S.T. Go Math! Grade 2  
HMH Florida's B.E.S.T. Go Math! Grade 5  
HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**

<https://www.hnhco.com/ui/login/?connection=91005680>

**State:** EVALUATOR

**District:** FL K-12 Math Review-91005680

**Teacher Username:** FL-DemoTeacher1

**Teacher Password:** TheBEST1!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Tuesday, April 26, 2022 12:01 PM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelina.Rivers1@fldoe.org](mailto:Angelina.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

**This message originated from outside your organization**

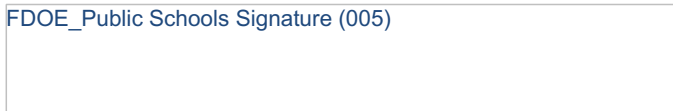
Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)



---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, April 25, 2022 9:53 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelina.Rivers1@fldoe.org](mailto:Angelina.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** HMH initial appeal call

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Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**  
<https://meet.goto.com/547145269>

**You can also dial in using your phone.**  
United States (Toll Free): [1 877 309 2073](tel:18773092073)  
United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 547-145-269

**Join from a video-conferencing room or system.**  
Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](http://inroomlink.goto.com)  
Meeting ID: 547 145 269  
Or dial directly: [547145269@67.217.95.2](tel:547145269@67217952) or [67.217.95.2##547145269](tel:67217952##547145269)

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature



Name \_\_\_\_\_

# Equal Amounts

Florida's B.E.S.T.

- Measurement 1.M.2.3, 1.M.2.2
- Mathematical Thinking & Reasoning MTR.1.1, MTR.2.1, MTR.3.1 MTR.4.1, MTR.5.1, MTR.7.1

**I Can** solve a problem by acting it out.



## UNLOCK the Problem Real World

Blake has 10 pennies. He counts the pennies by twos. What is the total value of the coins?

| Read                                                                                                                 | Plan                                                                       |
|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <p><b>What information am I given?</b></p> <p>Blake has _____ pennies.</p> <p>Blake counts the pennies by _____.</p> | <p><b>What is my plan or strategy?</b></p> <p>I can _____ the problem.</p> |

### Solve

Show how you solve the problem.



\_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢    \_\_\_\_\_ ¢

Draw a different way to show the value of 10 pennies.





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**FOR THE TEACHER** • Your child used counters to act out the problem. The graphic organizer helps your child analyze the information given in the problem.

**Go Online** For more help

## Try Another Problem

Act it out to solve. Use    .  
Draw and label the coins you use. Write the total.

- What information am I given?
- What is my plan or strategy?

1. Cameron has 6 nickels. How can he show the same amount in a different way?

2. Gemma has 4 dimes. How can she show the same amount in a different way?

3. Atul has 1 quarter and 1 dime. How can he show the same amount in a different way?





**Math Talk**

**MTR 5.1** Use patterns and structure.

Explain how counting dimes by tens is faster than counting by ones.

Name \_\_\_\_\_

**On Your Own** 

Act it out to solve. Use    .

Draw and label the coins you use.  
Write the total.



- ✓ 4. Rosita has 2 quarters and 10 pennies. How can she show the same amount in a different way?

---

5. Daniel has 6 dimes, 2 nickels, and 5 pennies. How can he use 3 coins to show the same amount?

---

6. Buddy counted 5 coins by tens. Then he counted 6 coins by twos. Draw and write the total value of the coins.

---

# Problem Solving • Applications

Use coins. Choose the correct answer.

7. Lennon saves 30 pennies. How many dimes show the same amount?

- 2 dimes                       3 dimes                       1 dime

8. Which coins show the same amount?



9. Idris has 2 nickels. Which shows the same amount in a different way?



**TAKE HOME ACTIVITY** • Ask your child to show 45¢ two different ways.

**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>  
**Sent:** Monday, May 09, 2022 11:40 AM EDT  
**To:** Taylor, Lataviance L; Hamilton, Lauren  
**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; Drew Parker; Jacobson, Lisa  
**Subject:** RE: HMM initial appeal call  
**Attachment(s):** "image003.png", "image004.png", "image001.jpg"

Hi Tavi,

Thank you! We will take a look and be in contact soon.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>  
**Sent:** Monday, May 9, 2022 11:24 AM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>  
**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; 'Drew Parker' <dparker@radeylaw.com>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>  
**Subject:** RE: HMM initial appeal call

Dear Amber - On behalf of HMM, I am sending you the updated Appeal files for the following:

- HMM Florida's B.E.S.T. Go Math! Grade 1
- HMM Florida's B.E.S.T. Go Math! Grade 5
- HMM Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that for ease, there is no need to sign on to the Ed platform to view links. The files needed are posted to an "open" box folder.

Thank you for your consideration, and please let me know if you require any further information.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Taylor, Lataviance L  
**Sent:** Wednesday, May 4, 2022 11:16 AM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

Good morning Lauren - Could you please provide a status/ETA of HMM's appeal?

Thanks,  
Tavi

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hmc.com](http://hmc.com)

---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Friday, April 29, 2022 7:34 AM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hmc.com](mailto:Lisa.Jacobson@hmc.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hmc.com](mailto:Lataviance.Taylor@hmc.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

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Thanks, Lisa. We will send all documents for review and reach out with next steps soon.

Please let me know if there's anything we can do to assist.

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hmc.com](mailto:Lisa.Jacobson@hmc.com)>  
**Sent:** Thursday, April 28, 2022 9:52 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hmc.com](mailto:Lataviance.Taylor@hmc.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Dear Lauren,

Thank you for providing us with appeal template. On behalf of HMH, I am sending you the completed Appeal files for the following:

HMH Florida's B.E.S.T. Go Math! Grade K  
HMH Florida's B.E.S.T. Go Math! Grade 1  
HMH Florida's B.E.S.T. Go Math! Grade 2  
HMH Florida's B.E.S.T. Go Math! Grade 5  
HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**

<https://www.hmc.com/ui/login/?connection=91005680>

**State:** EVALUATOR

**District:** FL K-12 Math Review-91005680

**Teacher Username:** FL-DemoTeacher1

**Teacher Password:** TheBEST1!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Tuesday, April 26, 2022 12:01 PM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

**This message originated from outside your organization**

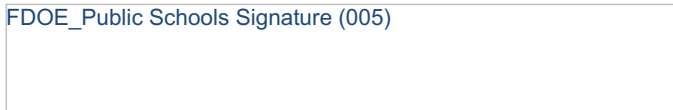
Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)



---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, April 25, 2022 9:53 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** HMH initial appeal call

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Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**  
<https://meet.goto.com/547145269>

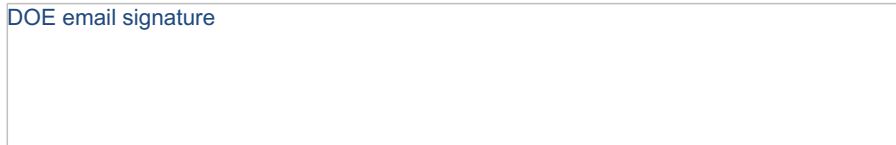
**You can also dial in using your phone.**  
United States (Toll Free): [1 877 309 2073](tel:18773092073)  
United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 547-145-269

**Join from a video-conferencing room or system.**  
Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](http://inroomlink.goto.com)  
Meeting ID: 547 145 269  
Or dial directly: [547145269@67.217.95.2](tel:547145269@67217952) or [67.217.95.2##547145269](tel:67217952##547145269)

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
[DOE email signature](#)





**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>

**Sent:** Tuesday, May 17, 2022 2:58 PM EDT

**To:** Taylor, Lataviance L; Jacobson, Lisa

**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; Drew Parker

**Subject:** RE: HMH initial appeal call

**Attachment(s):**

"image002.png", "image015.png", "image001.png", "image003.jpg", "image004.jpg", "image005.jpg", "image006.png", "image007.jpg"

Thanks, Tavi,

Please send the PDF of that change once you have it because I'll need to route everything for approval.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>

**Sent:** Tuesday, May 17, 2022 2:56 PM

**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>

**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>

**Subject:** RE: HMH initial appeal call

Good afternoon Amber - We will make this change to show the back (tails) of the quarter.

Please let us know if there is anything further you need from us.

Thanks,

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Taylor, Lataviance L

**Sent:** Tuesday, May 17, 2022 11:41 AM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

Hi Amber - I will forward tis to the team and get back to you as soon as possible.

Thanks,

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop

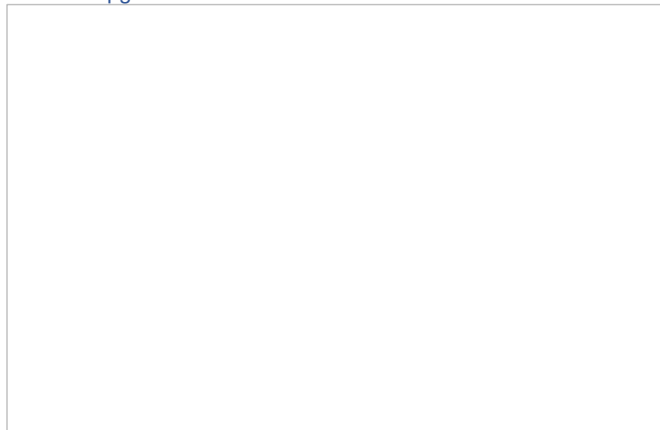
---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Tuesday, May 17, 2022 11:29 AM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

This message originated from outside your organization

Hi Lisa,

Grade 5 has been approved by our content specialist J  
In Grade 1, the clarification of MA.1.M.2.2 states, "Clarification 1: Instruction includes the recognition of both sides of a coin."  
Would it be possible to place the back side (or "tails") of a quarter next to the existing quarter here to satisfy that clarification?  
This is on pg. 414.



Once we have this standard cleared we are good to route grades 1 and 5 for approval.

Thank you,  
Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature



---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Friday, May 13, 2022 4:18 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

Hello Amber! Pardon my delay in responding, but both Tavi and I were out of the office today, but in checking my email this afternoon, I saw yours. Thank you, thank you!

Attached are the final changes/responses for Grades 1 and 5. If you need anything further from us, please don't hesitate to let us know

Thank you again, and have a wonderful weekend!

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)

[hnhco.com](http://hnhco.com)



---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, May 13, 2022 2:51 PM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

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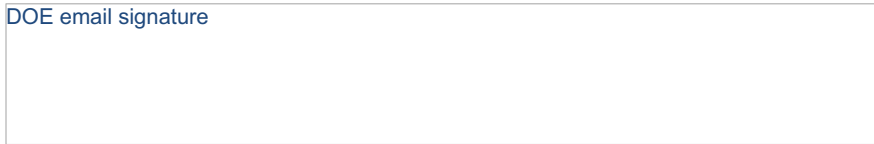
Hi Lisa and Tavi,

We are happy to report that HMMs K-5 series, 6 accelerated, and the two pre-calculus bids are now on the adoption list! We look forward to seeing your final and approved updates for the pending standards in the K-5 series. It's been a pleasure working with you throughout the appeal process.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature



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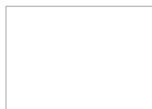
**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Thursday, May 12, 2022 10:34 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

Thank you Amber, I'll forward this information to our team.

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Thursday, May 12, 2022 10:32 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

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Hi all,

Content specialists have reviewed your submissions and we've scheduled a call for this afternoon at 1:00 PM to discuss. Please note that we are only addressing standards in grade 1 and grade 5. Standards for grade 6 accelerated have been fully approved. I've attached the spreadsheet with the most recent comments. Anything marked in green is approved and no further action is needed. Anything marked in red needs further discussion/edits.

Please see below for the link to the meeting invite.

HMH - Appeal call  
Thu, May 12, 2022 1:00 PM - 1:30 PM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**

<https://meet.goto.com/305173301>

**You can also dial in using your phone.**

United States (Toll Free): [1 877 309 2073](tel:18773092073)

United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 305-173-301

**Join from a video-conferencing room or system.**

Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](https://inroomlink.goto.com)

Meeting ID: 305 173 301

Or dial directly: [305173301@67.217.95.2](tel:30517330167217952) or [67.217.95.2##305173301](tel:67217952305173301)

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>

**Sent:** Tuesday, May 10, 2022 3:47 PM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

Amber - Thank you. I will advise the team.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Sent:** Tuesday, May 10, 2022 3:42 PM

**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

This message originated from outside your organization

Hi Tavi,

Please make the changes in your digital platform. Once we can see that they've been made we can seek leadership approval.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, May 9, 2022 4:41 PM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

Hi Amber,

Our submission to DOE included .pdfs of the changes we intended to make to address the issues related to inclusion of special topics. We believed that we would hear from DOE first, and then we would make the changes. If DOE desires for us to make the changes first, please let us know, and we will immediately make the changes on our digital content platform. Just let us know.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Monday, May 9, 2022 3:41 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

Hi Amber, thank you for reaching out. We will look into this and respond shortly.

Best,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



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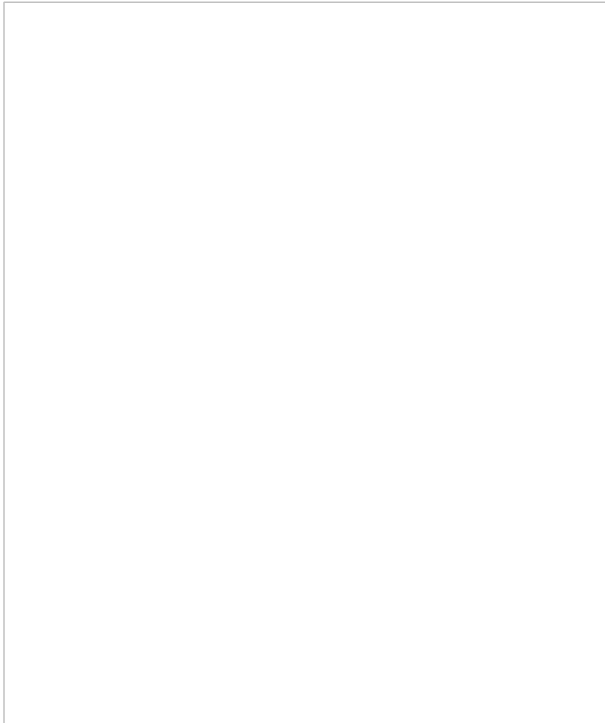
**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, May 9, 2022 3:40 PM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

This message originated from outside your organization

---

Hi Lisa,

I'm looking at the special topics concerns that reviewers have noted. I see on the link on the spreadsheet that these sections have been marked up for removal. However, when I look at the section on your digital platform, the section marked for removal is still there. Do you know when these will be removed from your digital platform?  
For example, for Kindergarten, this is what I see in the materials (the green box is marked for removal on the spreadsheet):



Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature



---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Thursday, April 28, 2022 9:52 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

Dear Lauren,

Thank you for providing us with appeal template. On behalf of HMM, I am sending you the completed Appeal files for the following:

HMM Florida's B.E.S.T. Go Math! Grade K  
HMM Florida's B.E.S.T. Go Math! Grade 1  
HMM Florida's B.E.S.T. Go Math! Grade 2

HMH Florida's B.E.S.T. Go Math! Grade 5  
HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**

<https://www.hmhco.com/ui/login/?connection=91005680>

**State:** EVALUATOR

**District:** FL K-12 Math Review-91005680

**Teacher Username:** FL-DemoTeacher1

**Teacher Password:** TheBEST!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,  
Lisa

---

**Lisa Jacobson**

Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**

125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>

**Sent:** Tuesday, April 26, 2022 12:01 PM

**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelina.Rivers1@fldoe.org](mailto:Angelina.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

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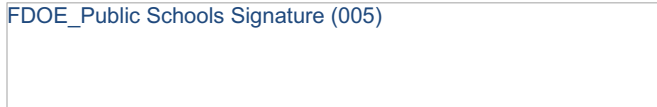
Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)



---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>

**Sent:** Monday, April 25, 2022 9:53 AM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelina.Rivers1@fldoe.org](mailto:Angelina.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** HMH initial appeal call

**This message originated from outside your organization**

---

Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**

<https://meet.goto.com/547145269>

**You can also dial in using your phone.**

United States (Toll Free): [1 877 309 2073](tel:18773092073)

United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 547-145-269

**Join from a video-conferencing room or system.**

Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](http://inroomlink.goto.com)

Meeting ID: 547 145 269

Or dial directly: [547145269@67.217.95.2](tel:547145269@67.217.95.2) or [67.217.95.2###547145269](tel:67.217.95.2###547145269)

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature



**Sent:** Saturday, June 04, 2022 10:44 AM EDT

**To:** Taylor, Lataviance L; Hamilton, Lauren; Jacobson, Lisa

**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; Drew Parker; Duncan, Patricia; Starling, Courtney; Harvey, Ashley

**Subject:** RE: HMM initial appeal call

**Attachment(s):** "image001.png", "image002.png", "image003.jpg", "image005.jpg"

Hi Tavi,

I was just working on that J

I've scheduled a meeting to discuss the next steps with our math content specialists on Friday at 1:00 pm. Please see the link to the meeting below.

Thanks!

HMM - Appeal

Fri, May 6, 2022 1:00 PM - 1:30 PM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**

<https://meet.goto.com/440187477>

**You can also dial in using your phone.**

United States (Toll Free): [1 866 899 4679](tel:18668994679)

United States: [+1 \(571\) 317-3116](tel:+15713173116)

**Access Code:** 440-187-477

**Join from a video-conferencing room or system.**

Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 440 187 477

Or dial directly: 440187477@67.217.95.2 or 67.217.95.2##440187477

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Amber Baumbach

Library Media & Instructional Materials Program Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street

Tallahassee, FL 32399-0400

850-245-9115

DOE email signature

---

**From:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>

**Sent:** Wednesday, May 4, 2022 11:16 AM

**To:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>

**Subject:** RE: HMM initial appeal call

Good morning Lauren - Could you please provide a status/ETA of HMM's appeal?

Thanks,

Tavi

---

**Lataviance Taylor**

Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**

9400 Southpark Center Loop

Orlando, FL 32819

Office: 407.345.2352

Fax: 407.352.1318

[hnhco.com](http://hnhco.com)

---

**From:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

**Sent:** Friday, April 29, 2022 7:34 AM

**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelina.Rivers1@fldoe.org](mailto:Angelina.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

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Thanks, Lisa. We will send all documents for review and reach out with next steps soon.

Please let me know if there's anything we can do to assist.

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>

**Sent:** Thursday, April 28, 2022 9:52 PM

**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelina.Rivers1@fldoe.org](mailto:Angelina.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

Dear Lauren,

Thank you for providing us with appeal template. On behalf of HMH, I am sending you the completed Appeal files for the following:

HMH Florida's B.E.S.T. Go Math! Grade K  
HMH Florida's B.E.S.T. Go Math! Grade 1  
HMH Florida's B.E.S.T. Go Math! Grade 2  
HMH Florida's B.E.S.T. Go Math! Grade 5  
HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**

<https://www.hnhco.com/ui/login/?connection=91005680>

**State:** EVALUATOR

**District:** FL K-12 Math Review-91005680

**Teacher Username:** FL-DemoTeacher1

**Teacher Password:** TheBEST1!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415

AMERICAN  
OVERSIGHT

FL-DOE-22-0431-A-002385

[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Tuesday, April 26, 2022 12:01 PM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

This message originated from outside your organization

Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)



---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, April 25, 2022 9:53 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** HMH initial appeal call

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---

Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**

<https://meet.goto.com/547145269>

**You can also dial in using your phone.**

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United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 547-145-269

**Join from a video-conferencing room or system.**

Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](https://inroomlink.goto.com)

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Or dial directly: [547145269@67.217.95.2](tel:547145269@67.217.95.2) or [67.217.95.2##547145269](tel:67.217.95.2##547145269)

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

**From:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>  
**Sent:** Tuesday, May 17, 2022 2:56 PM EDT  
**To:** Baumbach, Amber; Jacobson, Lisa  
**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; Drew Parker  
**Subject:** RE: HMM initial appeal call  
**Attachment(s):**  
"image001.png", "image002.png", "image003.jpg", "image004.jpg", "image005.jpg", "image006.png", "image007.jpg", "image008.png"

Good afternoon Amber - We will make this change to show the back (tails) of the quarter.

Please let us know if there is anything further you need from us.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Taylor, Lataviance L  
**Sent:** Tuesday, May 17, 2022 11:41 AM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>  
**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>  
**Subject:** RE: HMM initial appeal call

Hi Amber - I will forward tis to the team and get back to you as soon as possible.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

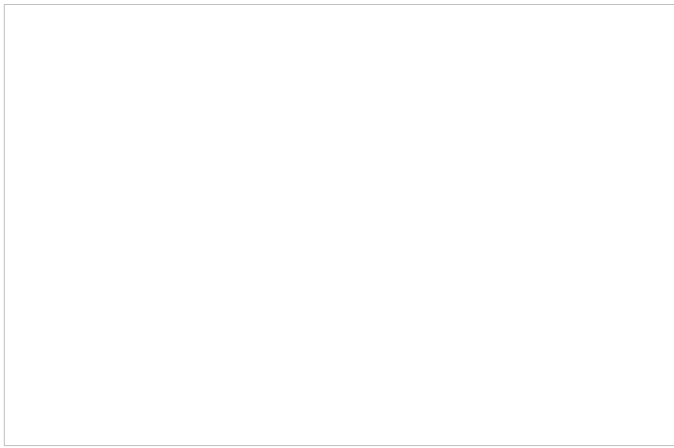
---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Sent:** Tuesday, May 17, 2022 11:29 AM  
**To:** Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>  
**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>  
**Subject:** RE: HMM initial appeal call

**This message originated from outside your organization**

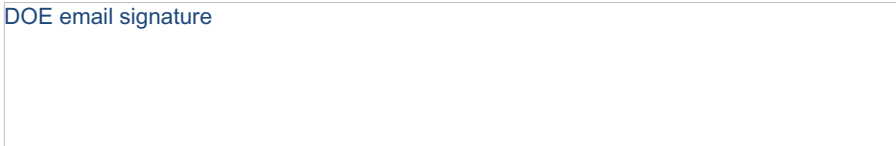
Hi Lisa,

Grade 5 has been approved by our content specialist J  
In Grade 1, the clarification of MA.1.M.2.2 states, "Clarification 1: Instruction includes the recognition of both sides of a coin."  
Would it be possible to place the back side (or "tails") of a quarter next to the existing quarter here to satisfy that clarification?  
This is on pg. 414.



Once we have this standard cleared we are good to route grades 1 and 5 for approval.

Thank you,  
Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature



---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Friday, May 13, 2022 4:18 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Hello Amber! Pardon my delay in responding, but both Tavi and I were out of the office today, but in checking my email this afternoon, I saw yours. Thank you, thank you!

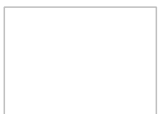
Attached are the final changes/responses for Grades 1 and 5. If you need anything further from us, please don't hesitate to let us know

Thank you again, and have a wonderful weekend!

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, May 13, 2022 2:51 PM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

This message originated from outside your organization

Hi Lisa and Tavi,

We are happy to report that HMHs K-5 series, 6 accelerated, and the two pre-calculus bids are now on the adoption list! We look forward to seeing your final and approved updates for the pending standards in the K-5 series. It's been a pleasure working with you throughout the appeal process.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Thursday, May 12, 2022 10:34 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Thank you Amber, I'll forward this information to our team.

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Thursday, May 12, 2022 10:32 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

This message originated from outside your organization

Hi all,

Content specialists have reviewed your submissions and we've scheduled a call for this afternoon at 1:00 PM to discuss. Please note that we are only addressing standards in grade 1 and grade 5. Standards for grade 6 accelerated have been fully approved. I've attached the spreadsheet with the most recent comments. Anything marked in green is approved and no further action is needed. Anything marked in red needs further discussion/edits.

Please see below for the link to the meeting invite.

HMH - Appeal call  
Thu, May 12, 2022 1:00 PM - 1:30 PM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**  
<https://meet.goto.com/305173301>

You can also dial in using your phone.  
United States (Toll Free): [1 877 309 2073](tel:18773092073)

United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 305-173-301

**Join from a video-conferencing room or system.**

Dial in or type: [67.217.95.2](tel:67.217.95.2) or [inroomlink.goto.com](https://inroomlink.goto.com)

Meeting ID: 305 173 301

Or dial directly: [305173301@67.217.95.2](tel:305173301@67.217.95.2) or [67.217.95.2##305173301](tel:67.217.95.2##305173301)

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>

**Sent:** Tuesday, May 10, 2022 3:47 PM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

Amber - Thank you. I will advise the team.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Sent:** Tuesday, May 10, 2022 3:42 PM

**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

**This message originated from outside your organization**

Hi Tavi,

Please make the changes in your digital platform. Once we can see that they've been made we can seek leadership approval.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115



DOE email signature

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>

**Sent:** Monday, May 9, 2022 4:41 PM

**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMM initial appeal call

Hi Amber,

Our submission to DOE included .pdfs of the changes we intended to make to address the issues related to inclusion of special topics. We believed that we would hear from DOE first, and then we would make the changes. If DOE desires for us to make the changes first, please let us know, and we will immediately make the changes on our digital content platform. Just let us know.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>

**Sent:** Monday, May 9, 2022 3:41 PM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMM initial appeal call

Hi Amber, thank you for reaching out. We will look into this and respond shortly.

Best,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Sent:** Monday, May 9, 2022 3:40 PM

**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

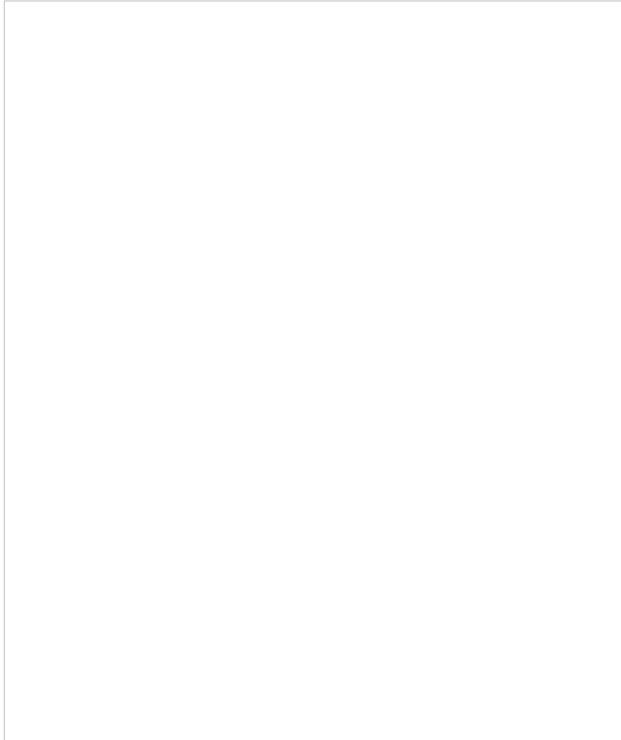
**Subject:** RE: HMM initial appeal call

This message originated from outside your organization

Hi Lisa,

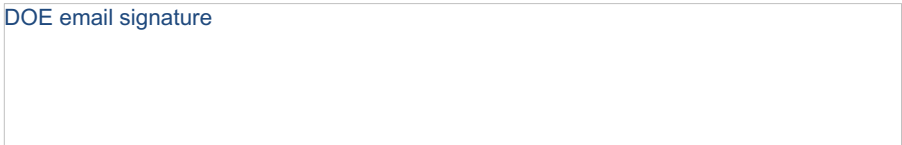
I'm looking at the special topics concerns that reviewers have noted. I see on the link on the spreadsheet that these sections have been marked up for removal. However, when I look at the section on your digital platform, the section marked for removal is still there. Do you know when these will be removed from your digital platform?

For example, for Kindergarten, this is what I see in the materials (the green box is marked for removal on the spreadsheet):



Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature



---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>

**Sent:** Thursday, April 28, 2022 9:52 PM

**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

Dear Lauren,

Thank you for providing us with appeal template. On behalf of HMH, I am sending you the completed Appeal files for the following:

HMH Florida's B.E.S.T. Go Math! Grade K  
HMH Florida's B.E.S.T. Go Math! Grade 1  
HMH Florida's B.E.S.T. Go Math! Grade 2  
HMH Florida's B.E.S.T. Go Math! Grade 5  
HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**

<https://www.hnhco.com/ui/login/?connection=91005680>

**State:** EVALUATOR  
**District:** FL K-12 Math Review-91005680  
**Teacher Username:** FL-DemoTeacher1  
**Teacher Password:** TheBEST1!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Tuesday, April 26, 2022 12:01 PM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

This message originated from outside your organization

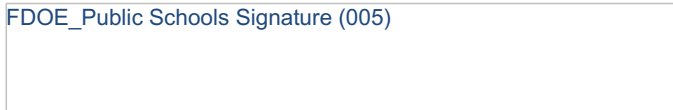
Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)



---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, April 25, 2022 9:53 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hmhco.com](http://hmhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hmhco.com](mailto:Lataviance.Taylor@hmhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hmhco.com](mailto:Lisa.Jacobson@hmhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** HMH initial appeal call

**This message originated from outside your organization**

---

Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**  
<https://meet.goto.com/547145269>

**You can also dial in using your phone.**  
United States (Toll Free): [1 877 309 2073](tel:18773092073)  
United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 547-145-269

**Join from a video-conferencing room or system.**  
Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](http://inroomlink.goto.com)  
Meeting ID: 547 145 269  
Or dial directly: [547145269@67.217.95.2](tel:547145269@67.217.95.2) or [67.217.95.2###547145269](tel:67.217.95.2###547145269)

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

**From:** Jacobson, Lisa <Lisa.Jacobson@hnhco.com>

**Sent:** Monday, May 09, 2022 3:40 PM EDT

**To:** Baumbach, Amber; Taylor, Lataviance L

**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; Drew Parker

**Subject:** RE: HMH initial appeal call

**Attachment(s):** "image003.jpg", "image004.png", "image005.png", "image006.jpg", "image007.png"

Hi Amber, thank you for reaching out. We will look into this and respond shortly.

Best,  
Lisa

---

**Lisa Jacobson**

Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**

125 High Street

Boston, MA 02110

Office: 617.351.5415

[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)

hnhco.com



---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Sent:** Monday, May 9, 2022 3:40 PM

**To:** Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>

**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>

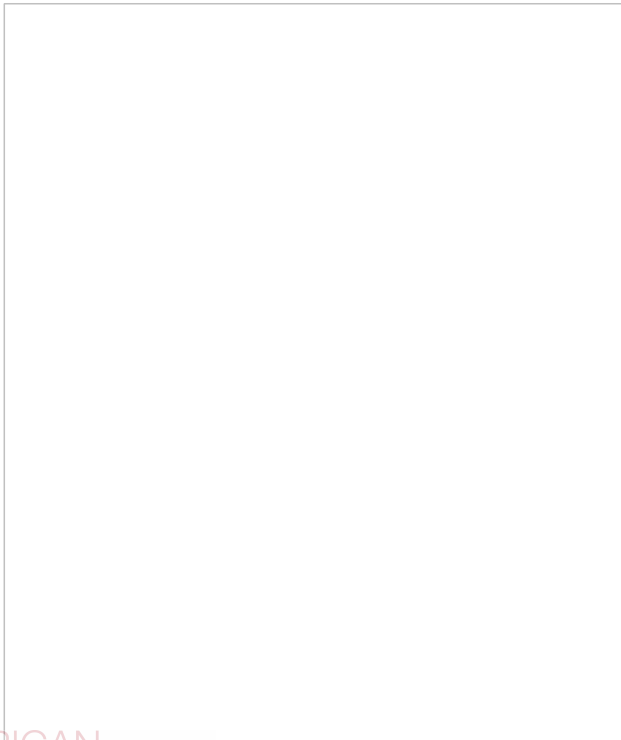
**Subject:** RE: HMH initial appeal call

**This message originated from outside your organization**

Hi Lisa,

I'm looking at the special topics concerns that reviewers have noted. I see on the link on the spreadsheet that these sections have been marked up for removal. However, when I look at the section on your digital platform, the section marked for removal is still there. Do you know when these will be removed from your digital platform?

For example, for Kindergarten, this is what I see in the materials (the green box is marked for removal on the spreadsheet):



Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Thursday, April 28, 2022 9:52 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

Dear Lauren,

Thank you for providing us with appeal template. On behalf of HMM, I am sending you the completed Appeal files for the following:

HMM Florida's B.E.S.T. Go Math! Grade K  
HMM Florida's B.E.S.T. Go Math! Grade 1  
HMM Florida's B.E.S.T. Go Math! Grade 2  
HMM Florida's B.E.S.T. Go Math! Grade 5  
HMM Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**

<https://www.hnhco.com/ui/login/?connection=91005680>

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**District:** FL K-12 Math Review-91005680

**Teacher Username:** FL-DemoTeacher1

**Teacher Password:** TheBEST1!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,  
Lisa

---

**Lisa Jacobson**

Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**

125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Tuesday, April 26, 2022 12:01 PM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

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---

Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, April 25, 2022 9:53 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
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---

Hi Tavi,

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We look forward to speaking with you on Tuesday.

HMH - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

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Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](https://inroomlink.goto.com)

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

[DOE email signature](#)



**From:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>  
**Sent:** Tuesday, May 10, 2022 3:46 PM EDT  
**To:** Baumbach, Amber; Jacobson, Lisa  
**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; Drew Parker  
**Subject:** RE: HMM initial appeal call  
**Attachment(s):** "image003.png", "image005.jpg", "image006.png", "image007.jpg", "image008.png"

Amber - Thank you. I will advise the team.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Sent:** Tuesday, May 10, 2022 3:42 PM  
**To:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>  
**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>  
**Subject:** RE: HMM initial appeal call

**This message originated from outside your organization**

Hi Tavi,

Please make the changes in your digital platform. Once we can see that they've been made we can seek leadership approval.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>  
**Sent:** Monday, May 9, 2022 4:41 PM  
**To:** Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>  
**Subject:** RE: HMM initial appeal call

Hi Amber,

Our submission to DOE included .pdfs of the changes we intended to make to address the issues related to inclusion of special topics. We believed that we would hear from DOE first, and then we would make the changes. If DOE desires for us to make the changes first, please let us know, and we will immediately make the changes on our digital content platform. Just let us know.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hmhco.com](http://hmhco.com)

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hmhco.com](mailto:Lisa.Jacobson@hmhco.com)>  
**Sent:** Monday, May 9, 2022 3:41 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hmhco.com](mailto:Lataviance.Taylor@hmhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Hi Amber, thank you for reaching out. We will look into this and respond shortly.

Best,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hmhco.com](mailto:lisa.jacobson@hmhco.com)  
[hmhco.com](http://hmhco.com)



---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, May 9, 2022 3:40 PM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hmhco.com](mailto:Lisa.Jacobson@hmhco.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hmhco.com](mailto:Lataviance.Taylor@hmhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

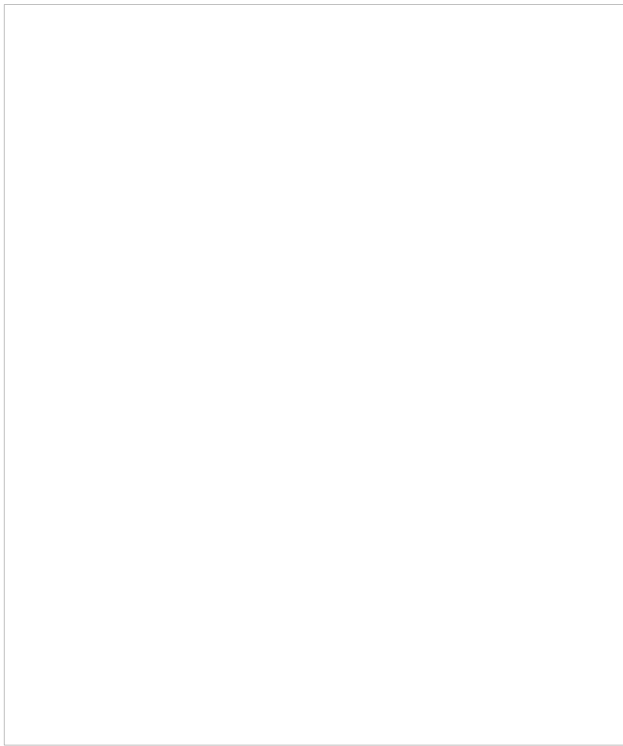
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Hi Lisa,

I'm looking at the special topics concerns that reviewers have noted. I see on the link on the spreadsheet that these sections have been marked up for removal. However, when I look at the section on your digital platform, the section marked for removal is still there. Do you know when these will be removed from your digital platform?

For example, for Kindergarten, this is what I see in the materials (the green box is marked for removal on the spreadsheet):



Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature



---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Thursday, April 28, 2022 9:52 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
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Dear Lauren,

Thank you for providing us with appeal template. On behalf of HMH, I am sending you the completed Appeal files for the following:

HMH Florida's B.E.S.T. Go Math! Grade K  
HMH Florida's B.E.S.T. Go Math! Grade 1  
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With thanks and best wishes,  
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**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Tuesday, April 26, 2022 12:01 PM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
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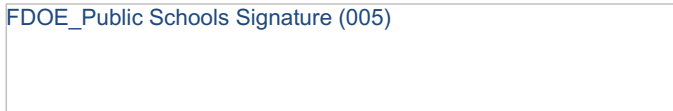
Hello everyone,

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Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)



---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, April 25, 2022 9:53 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelina.Rivers1@fldoe.org](mailto:Angelina.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819

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**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
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Hi Tavi,

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**Access Code:** 547-145-269

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Meeting ID: 547 145 269  
Or dial directly: [547145269@67.217.95.2](tel:547145269@67217952) or [67.217.95.2##547145269](tel:67217952##547145269)

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

**From:** Starling, Courtney <Courtney.Starling@fldoe.org>  
**Sent:** Wednesday, May 04, 2022 10:33 AM EDT  
**To:** Hamilton, Lauren; Duncan, Patricia  
**CC:** Harvey, Ashley; Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia  
**Subject:** RE: HMH initial appeal call  
**Attachment(s):** "HMH FL Into Math Appeal Accelerated G6.xlsx", "image001.png", "image002.png", "image006.png", "image003.jpg"  
Hi Lauren,

Attached are notes for the Grade 6 Accelerated course. Please let me know if you have any questions.

Courtney Starling  
Secondary Mathematics Specialist  
Office of STEAM  
Bureau of Standards and Instructional Support  
Florida Department of Education  
850.245.9066

cid:3a93a98a-7611-4546-85ea-0f8eb73bedc5

Please note that Florida has a very broad public records law. Most written communications to or from state officials are public records available to the public and media upon request.

---

**From:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>  
**Sent:** Friday, April 29, 2022 7:45 AM  
**To:** Duncan, Patricia <Patricia.Duncan@fldoe.org>  
**Cc:** Starling, Courtney <Courtney.Starling@fldoe.org>; Harvey, Ashley <Ashley.Harvey@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Subject:** FW: HMH initial appeal call

Good morning ladies,

Please see the three attached spreadsheets for standards review from HMH. I spot checked the links and they all seem to take you straight to the standard/material in question.

Please make sure you are logged into HMH's online portal on your browser prior to opening any of the links on the spreadsheet.

Here is the info to log in:

**FL Evaluator Account:**

<https://www.hmhco.com/ui/login/?connection=91005680>

**Teacher Username:** FL-DemoTeacher1

**Teacher Password:** TheBEST1!

If you have any issues with any links, I am happy to assist.

Thank you again for all your hard work in getting these moving!

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Thursday, April 28, 2022 9:52 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber

FL-DOE-22-0431-A-002405

<[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

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**State:** EVALUATOR

**District:** FL K-12 Math Review-91005680

**Teacher Username:** FL-DemoTeacher1

**Teacher Password:** TheBEST1!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,  
Lisa

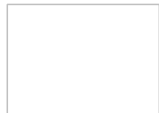
---

**Lisa Jacobson**

Sr. Director, Bids and Contracts

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125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hmhco.com](mailto:lisa.jacobson@hmhco.com)  
hmhco.com



---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>

**Sent:** Tuesday, April 26, 2022 12:01 PM

**To:** Taylor, Lataviance L <[Lataviance.Taylor@hmhco.com](mailto:Lataviance.Taylor@hmhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hmhco.com](mailto:Lisa.Jacobson@hmhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

**This message originated from outside your organization**

Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, April 25, 2022 9:53 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** HMH initial appeal call

**This message originated from outside your organization**

Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street



Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

|   | A                                                                                                                                                               | B                                        | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | D | E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | COURSE #1205020 HMH Florida's B.E.S.T. Into Math Accelerated Grade 6                                                                                            |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 2 | <u>BID 465</u>                                                                                                                                                  |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 3 | Standard Below 3<br>(if applicable)                                                                                                                             | Special Topic Concern<br>(If applicable) | Publisher Correction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 4 | n/a                                                                                                                                                             | n/a                                      | Overall HMH Response: These standards are also found in Grade 6 and 7 of HMH Florida's Best Into Math--both grades which were approved for the adoption list. This program contains the same content as Grade 6 and part of Grade 7.<br><br>While Reviewer 2 scored the content a 5 and stated, "standard is covered completely; all properties are defined and practiced throughout the lesson." Reviewer 1, on the other hand, stated that Clarification 1 (Associative, Commutative, Distributive applied to generating equivalent algebraic expressions) is "not represented".<br><br>HMH Response: In the lesson interleaf for Lesson 8.4 on page 261A, the Associative Property of Addition, Associative Property of Multiplication, Commutative Property of Addition, Commutative Property of Multiplication, and Distributive Property are all listed as review vocabulary. These properties are all defined, with examples, in a table on SE page 262. Additionally, tasks 2 and 3 on pages 262-263 of the SE require students to list the property used in each step of simplifying an expression. On Your Own problems 3, 6, 14, 15, and 19 on pages 264-265, More Practice/Homework problems 6 and 7 on page 267, and Florida Test Prep problem 10 require students to justify their work using properties. |   | Lesson 8.4, p.262<br><a href="https://www.hmhco.com/FL_SE_M08_Numerical/c5cd-11ec-b2c9-4d07eb4">https://www.hmhco.com/FL_SE_M08_Numerical/c5cd-11ec-b2c9-4d07eb4</a>                                                                                                                                                                                                                                                                                                                                                             |
| 5 | MA.6.AR.1.4<br><br>Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.                                   | n/a                                      | Reviewer 1 stated that this standard was not represented because set notation was not used.<br><br>HMH Response: Set notation is not a requirement of the benchmark, shown in the example, or mentioned in the clarification. Integers are used in the language of the benchmark.<br><b>Equations</b> - On page 284, Task 4 parts E and F use substitution for a single value. Check Understanding problems 2-4 on page 284 use substitution for a single value. On Your Own problems 10-15 on page 285 have students substitute multiple values. On Your Own problems 16-17 on page 286 have students substitute multiple values. More Practice/Homework problems 7-10 on page 287 have students substitute for a single value. Page 285 problem 11 is the only one involving rational numbers and not just integers. Lessons 9.2 and 9.3 have students use what they learned in lesson 9.1 to check their solutions to equations.<br><b>Inequalities</b> - Lesson 10.1 (pages 322-325 and 327) covers the benchmark for inequalities.                                                                                                                                                                                                                                                                                 |   | Lesson 8.4, pp. 283<br><a href="https://www.hmhco.com/FL_SE_M08_Numerical/c5cd-11ec-b2c9-4d07eb4">https://www.hmhco.com/FL_SE_M08_Numerical/c5cd-11ec-b2c9-4d07eb4</a><br><br>Lessons 9.2-9.3, pp. 285<br><a href="https://www.hmhco.com/FL_SE_M09_Solve_Prob/11ec-8e6f-ab5d0d29724">https://www.hmhco.com/FL_SE_M09_Solve_Prob/11ec-8e6f-ab5d0d29724</a><br><br>Lesson 10.1, pp. 322-327<br><a href="https://www.hmhco.com/FL_SE_M10_Inequalities/41d7/a4ec30a4">https://www.hmhco.com/FL_SE_M10_Inequalities/41d7/a4ec30a4</a> |
| 6 | MA.6.AR.2.1<br><br>Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false. | n/a                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|   | F                                                                                                                                                                                                                                                                                                                 | G                                                                                             | H                                                                                                               | I |  |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---|--|
| 1 |                                                                                                                                                                                                                                                                                                                   |                                                                                               | <b>Reviewer Evaluation Scale:</b><br>5- Very Good<br>4- Good<br>3- Fair<br>2- Poor<br>1- Very Poor/No Alignment |   |  |
| 2 |                                                                                                                                                                                                                                                                                                                   |                                                                                               |                                                                                                                 |   |  |
| 3 | Link to correction in materials                                                                                                                                                                                                                                                                                   | Notes                                                                                         |                                                                                                                 |   |  |
| 4 | n/a                                                                                                                                                                                                                                                                                                               |                                                                                               |                                                                                                                 |   |  |
| 5 | <a href="#">content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_and_Algebraic_Expressions.pdf?custom_correlation_id=c8f353be-0d587</a>                                                                                                                                                                  | Practice problems should ask to generate equivalent expressions, not to "combine like terms". |                                                                                                                 |   |  |
| 6 | <a href="#">p-304</a><br><a href="#">content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_plems_Using_Equations.pdf?custom_correlation_id=d78185db-c5cd-25_327</a><br><a href="#">content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_s.pdf?custom_correlation_id=ea1f73e6-c5cd-11ec-95a8-</a> | Set notation is not an expectation, but instruction can include the use of set notation.      |                                                                                                                 |   |  |

|    | A                                                                                                                                                                                                                         | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | D                                                                                                             | E |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---|
| 7  | <p>MA.6.AR.2.2<br/>Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.</p>                         | n/a | <p>Reviewer 2 rated the content highly with a 5 and commented "I love how this standard is spread out through multiple lessons and various strategies are used." Reviewer 1, on the other hand, stated that bar diagrams are not used.</p> <p>HMH Response: Bar diagrams are not mentioned in the benchmark or clarifications. Manipulatives listed in the clarifications are used. Please see examples below.</p> <p>Algebra Tiles in Task 3 on page 283, On Your Own problems on page 286, More</p> <p>Practice/Homework problems on pages 287-288, Task 2 on page 291</p> <p>Balances in Tasks 1 and 2 on page 282, Task 1 on page 290, On Your Own on page 293-294, More Practice Homework page 295;</p> <p>Base-ten blocks in Spark Your Learning on page 289</p> <p>drawings - Spark Your Learning on page 281, Task 2 on page 291, More Practice/Homework page 295</p> <p>number lines - Spark Your Learning on page 289</p> <p>inverse operations - Used throughout lessons 9.2 (pages 289-295), 9.4 (pages 305-310), and 9.5 (pages 311-316)</p> | <p>Lesson 9.3 p. 297 bar<br/>Lesson 9.1 pp. 286, 287<br/>Lesson 9.2 p. 292 balan</p>                          |   |
| 8  | <p>MA.6.AR.2.3<br/>Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.</p>                      | n/a | <p>Reviewer 1 stated that bar diagrams are not used.</p> <p>HMH Response: Bar diagrams are not mentioned in the benchmark or clarifications. Manipulatives listed in the clarifications are used. A bar diagram is used in the Spark Your Learning solution on page 297. Please see examples below.</p> <p>Algebra Tiles in Task 3 on page 283, On Your Own problems on page 286, More Practice/Homework problems on pages 287-288; Task 1 on page 298</p> <p>Balances in Tasks 1 and 2 on page 282</p> <p>drawings - Spark Your Learning on page 281</p> <p>number lines - Students graph their solution on a number line in Task 4 and</p> <p>Check Understanding problems 1-2 on page 300, On Your Own problems on page 301, and More Practice/Homework problem on page 303</p> <p>inverse operations - Used throughout lessons 9.3 (pages 297-304), 9.4 (pages 305-310), and 9.5 (pages 311-316)</p>                                                                                                                                                  | <p>Lesson 9.3 p. 297 Bar<br/>Lesson 9.1 pp. 286, 287<br/>Lesson 9.2 p. 292 balan</p>                          |   |
| 9  | <p>MA.6.AR.2.4<br/>Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.</p>                                           | n/a | <p>Reviewer 1 stated that terms and solutions are not limited to positive rational numbers.</p> <p>HMH Response: Integers are acceptable in MA.6.AR.2.2 and MA.6.AR.2.3, so they are included in our content for MA.6.AR.2.4 as well even though the negative integers are not positive rational numbers. Problem 21 on page 294 does have a solution that is a negative decimal, but that is the only one in the lessons correlated to benchmark MA.6.AR.2.4.</p> <p>There are problems with fractions and decimals within each lesson. The benchmark has no requirement about a balance of fractions and decimals.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Lessons 9.2-9.4, pp. 286<br/>https://www.hmhco.com<br/>FL_SE_M09_Solve_Prof<br/>11ec-866f-ab8d0d29724</p>  |   |
| 10 | <p>MA.6.AR.3.3<br/>Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.</p> | n/a | <p>Reviewer 2 stated that "lessons could have more practice with creating tables."</p> <p>HMH Response: Students complete tables in Check Understanding problem 1 on page 362, four problems in On Your Own on pages 363-364, and three problems in More Practice/Homework on page 365.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Lesson 11.2, pp. 363-36<br/>https://www.hmhco.com<br/>FL_SE_M11_Ratio_and<br/>95a8-3d6b34bc227f</p>        |   |
| 11 | <p>MA.6.DP.1.2<br/>Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.</p>                                                                                           | n/a | <p>Reviewer 1 stated that "range is missing."</p> <p>HMH Response: Range is covered in lesson 19.3 (pages 637-642)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Lesson 19.3, pp. 637-64<br/>https://www.hmhco.com<br/>FL_SE_M19_Variability<br/>11ec-9255-675fd21d9f11</p> |   |



|    | F                                                                                                                                                                                                        | G                                                                                                                                                                                                                                                                                                                                                                       | H | I |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
|    | <p>diagrams, Lesson 9.3 pp. 298 manipulatives,</p> <p>content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_plems_Using_Equations.pdf?custom_correlation_id=d78185db-c5cd-3</p>                  |                                                                                                                                                                                                                                                                                                                                                                         |   |   |
| 7  | <p>diagrams, 7-288 and Lesson 9.3 pp. 298 Manipulatives, pieces</p> <p>content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_plems_Using_Equations.pdf?custom_correlation_id=d78185db-c5cd-3</p> | <p>No expectation for students to use specific methods. Alignment is fine.</p>                                                                                                                                                                                                                                                                                          |   |   |
| 8  |                                                                                                                                                                                                          | <p>No expectation for students to use specific methods. Alignment is fine.</p>                                                                                                                                                                                                                                                                                          |   |   |
| 9  | <p>p-316 content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_plems_Using_Equations.pdf?custom_correlation_id=d78185db-c5cd-3</p>                                                               | <p>For examples aligned to this benchmark, it should not include negative rational numbers, the intention is to use relational thinking (as done in K-5) to determine unknowns. It is not the intention for students to solve using an algebraic method (although if students make the connection from solving algebraically/procedurally then they certainly can).</p> |   |   |
| 10 | <p>content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_Rates_Concepts.pdf?custom_correlation_id=f9f51a49-c5cd-11ec-</p>                                                                        | <p>Examples do not include three-column tables which is part of the benchmark.</p>                                                                                                                                                                                                                                                                                      |   |   |
| 11 | <p>content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_and_Data_Distribution.pdf?custom_correlation_id=8912d428-c5ce-</p>                                                                      | <p>Range should be embedded throughout DP lessons</p>                                                                                                                                                                                                                                                                                                                   |   |   |

|    | A                                                                                                                                                                                                                                                 | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | D                                                                                                                                                                                                                                                                                                                                  | E |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 12 | <p>MA.6.DP.1.3<br/>Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.</p> | n/a | <p>Reviewer 1 stated that "instruction does not include vertical representation of box plot." Instruction includes horizontal representation of box plots.<br/>HMH Response: Vertical box plots are not mentioned anywhere in the benchmark, example, or clarification. We fully cover the benchmark and clarification in lessons 19.2 (pages 629-636) and 19.4 (pages 643-648).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Lesson 19.2, pp. 629-636<br/><a href="https://www.hmhco.com/FL_SE_M19_Variability11ec-9255-675fd21d9f11">https://www.hmhco.com/FL_SE_M19_Variability11ec-9255-675fd21d9f11</a></p>                                                                                                                                              |   |
| 13 | <p>MA.6.DP.1.4<br/>Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.</p>        | n/a | <p>Reviewer 1 stated that "instruction limited to skewed description . . . and does not focus on describing data as Normal or Bimodal."<br/>HMH Response: Instruction does not focus on describing data as Normal or Bimodal. The benchmark does not mention Bimodal or Normal. The clarification (Appendix C) does not contain Bimodal or Normal in the glossary. We fully cover the benchmark in lessons 19.1 (pages 621-628) and 19.4 (pages 643-648).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Lesson 19.1, pp. 621-628<br/><a href="https://www.hmhco.com/FL_SE_M19_Variability11ec-9255-675fd21d9f11">https://www.hmhco.com/FL_SE_M19_Variability11ec-9255-675fd21d9f11</a></p>                                                                                                                                              |   |
| 14 | <p>MA.6.NSO.1.3<br/>Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.</p>                                             | n/a | <p>Reviewer 2 stated that "lessons needs various number lines . . . and more practice with absolute value of rational numbers."<br/>HMH Response: Lesson 1.3 contains three horizontal number lines (pages 19, 20, and 21) and two vertical number lines (pages 20 and 22). Students explicitly find the absolute value of a number eight times in the tasks on pages 20 and 21 and eight practice problems on pages 22 and 23. Students must find absolute value in the process of solving other problems in the tasks and practice problems. The benchmark and clarifications are fully covered in lesson 1.3.</p>                                                                                                                                                                                                                                                                                                                                                                                 | <p>Lesson 1.3, pp.19-24<br/><a href="https://www.hmhco.com/FL_SE_M01_Rational_N86ef-039c40bat052">https://www.hmhco.com/FL_SE_M01_Rational_N86ef-039c40bat052</a></p>                                                                                                                                                              |   |
| 15 | <p>MA.6.NSO.2.2<br/>Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.</p>                             | n/a | <p>Reviewer 1 stated that "instruction was limited to multiplication, no division."<br/>HMH Response: Fraction multiplication is covered in Module 2, lessons 2.1-2.3. Fraction division is covered in Module 3, lessons 3.1-3.3. Lesson 3.4 allows students to practice a mixture of multiplication and division of fractions. Modules 2 and 3 fully cover the benchmark and clarification. (Screenshots of TOC for Modules 2 and 3 provided.)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Lessons 2.1-2.3, pp. 43-49<br/><a href="https://www.hmhco.com/FL_SE_M02_Fraction_N9f3b4a237db7">https://www.hmhco.com/FL_SE_M02_Fraction_N9f3b4a237db7</a></p> <p>Lessons 3.1-3.4, pp.67-94<br/><a href="https://www.hmhco.com/FL_SE_M03_Fraction_D334e954f0a4e">https://www.hmhco.com/FL_SE_M03_Fraction_D334e954f0a4e</a></p> |   |
| 16 | <p>MA.6.NSO.3.2<br/>Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.</p>                                                                                     | n/a | <p>While Reviewer 2 rated us a 4 and he noted "benchmark is covered with GCF"; Reviewer 1 stated that the benchmark was not met, with no specific evidence.<br/>HMH Response: Lesson 1.4 Task 2 on page 26 covers GCF and reminds students of the Distributive Property. The end of Task 2 has students re-write <math>24 + 16</math> as <math>8(3) + 8(2) = 8(3 + 2)</math>. This is also practiced in problems on pages 31-32. The benchmark and clarification are fully covered in lesson 1.4.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Lesson 1.4, p.25-32<br/><a href="https://www.hmhco.com/FL_SE_M01_Rational_N86ef-039c40bat052">https://www.hmhco.com/FL_SE_M01_Rational_N86ef-039c40bat052</a></p>                                                                                                                                                               |   |
| 17 | <p>MA.7.AR.1.2<br/>Determine whether two linear expressions are equivalent.</p>                                                                                                                                                                   | n/a | <p>Reviewer 2 stated that lessons "need more practice with fraction coefficients".<br/>HMH Response: This benchmark is covered in Lessons 8.4 and 8.5. Most of the use of rational coefficients is used in Lesson 8.5, when students are more familiar and confident in working with linear expressions.<br/>Lesson 8.4: Rational coefficients are used in Task 2 on page 262 (1 fractional), Check Understanding problem 2 on page 263, On Your Own problems 12, 16, 24, and 28 on pages 264-266 (3 fractional), and More Practice/Homework problem 8 (fractional) on page 267.<br/>Lesson 8.5: Rational coefficients are used in Task 1 on page 269 (fractional), Task 2 on page 270, Check Understanding problem 4 (fractional) on page 271, On Your Own problems 5, 10, 13, 16, 17, 18, 19, 20, 23, 26, and 30 on pages 272-274 (7 fractional), More Practice/Homework problems 1, 6, and 8 on page 275 (2 fractional), and Florida Test Prep problems 12 and 13 on page 276 (1 fractional).</p> | <p>Lessons 8.4 and 8.5, pp.<br/><a href="https://www.hmhco.com/FL_SE_M08_Numerical_c5cd-11ec-b2e9-4d07eb4">https://www.hmhco.com/FL_SE_M08_Numerical_c5cd-11ec-b2e9-4d07eb4</a></p>                                                                                                                                                |   |

|    | F                                                                                                                                                                                                                                                                       | G                                                                                                                                                                                                          | H | I |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
|    | 86, Lesson 19.4, pp. 643-648<br>content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_and_Data_Distribution.pdf?custom_correlation_id=8912d428-c5ce-                                                                                                            |                                                                                                                                                                                                            |   |   |
| 12 | 88, Lesson 19.4, pp. 643-648<br>content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_and_Data_Distribution.pdf?custom_correlation_id=8912d428-c5ce-                                                                                                            | Instruction can include vertical box plots, but that can be adaptable by the teacher for classroom                                                                                                         |   |   |
| 13 |                                                                                                                                                                                                                                                                         | Left skewed and right skewed not expectations of benchmark. Within BIG-M states that describing data focuses on using normal, skewed and bimodal.                                                          |   |   |
| 14 | content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_Number_Concepts.pdf?custom_correlation_id=3f600eae-c5cd-11ec-9a96-62<br>content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_Multiplication.pdf?custom_correlation_id=4af58e3e-c5cd-11ec-a9a6-96 | Problems focus more integer values whereas the benchmark expectation is rational numbers. Additionally, practice problems lack use of a number line however students can use one in determining solutions. |   |   |
| 15 | content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_Division.pdf?custom_correlation_id=64199b4a-c5cd-11ec-8589-96                                                                                                                                             | No expectation for students to write fractions in simplest form. Little practice with multiplying and dividing with more than two numbers                                                                  |   |   |
| 16 | content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_Number_Concepts.pdf?custom_correlation_id=3f600eae-c5cd-11ec-                                                                                                                                             | No expectation for students to use specific method on comparing fractions/numbers. Little evidence of this benchmark present within the lesson.                                                            |   |   |
| 17 | .264-277<br>content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_and_Algebraic_Expressions.pdf?custom_correlation_id=c8f353be-0d587                                                                                                                            | Lesson focuses on integers whereas the benchmark does include rational numbers.                                                                                                                            |   |   |

|    | A                                                                                                                                                                                        | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | E |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 18 | <p>MA.7.DP.2.4</p> <p>Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.</p>                                      | n/a | <p>Reviewer 1 states the "instruction partially meets benchmark", but does not provide evidence.</p> <p>HMH Response: This benchmark and the clarifications are fully covered in lesson 21.2. Benchmark: Lesson 21.2 Task 3 on page 702, On Your Own problems 4 and 11 on pages 703-704, More Practice/Homework problem 5 on page 705, and Florida Test Prep problem 9 on page 706 have students conduct an experiment and compare experimental and theoretical probabilities.</p> <p>Clarification 1: Fractions, decimals, and percentages are used throughout lesson 21.1, with several instances, like Task 2 Part E on page 701, where students must write there answer in all three forms.</p> <p>Clarification 2: Task 3 Part C page 702, On Your Own problem 4 page 703, and More Practice/Homework problem 5 on page 705</p> <p>Clarification 3: Coins, die (called a number cube), cards (non-standard deck page 703), marbles, and spinners are all used in lesson 21.2.</p> | <p>Lesson 6.4, pp.191-198<br/> <a href="https://www.jmhco.com/FL_SE_M06_Fluency_W11ec-8810-c1b44a02086">https://www.jmhco.com/FL_SE_M06_Fluency_W11ec-8810-c1b44a02086</a></p> <p>Lesson 7.1, pp. 217-222<br/> <a href="https://www.jmhco.com/FL_SE_M07_Numerical_2bb9b6416fd7">https://www.jmhco.com/FL_SE_M07_Numerical_2bb9b6416fd7</a></p> <p>Lesson 8.1, pp. 237-244<br/> <a href="https://www.jmhco.com/FL_SE_M08_Numerical_c5cd-11ec-b2c9-4d07eb4">https://www.jmhco.com/FL_SE_M08_Numerical_c5cd-11ec-b2c9-4d07eb4</a></p> |   |
| 19 | <p>MA.7.NSO.2.1</p> <p>Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.</p> | n/a | <p>Reviewer 1 states that "instruction does not include whole-number exponents."</p> <p>HMH Response: This benchmark and clarification are fully covered, not including exponents, in Lessons 6.4 and 6.6. Exponents are taught in Lesson 7.1. Whole-number exponents, in the context of using order of operations, appear in Lesson 8.1 on pages 239-244.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Lesson 8.1, pp. 237-244<br/> <a href="https://www.jmhco.com/FL_SE_M08_Numerical_c5cd-11ec-b2c9-4d07eb4">https://www.jmhco.com/FL_SE_M08_Numerical_c5cd-11ec-b2c9-4d07eb4</a></p>                                                                                                                                                                                                                                                                                                                                                |   |



| F                                                                                                                                                                                                                                                                                                                                                                                                             | G                                                                                                                                                                                                                                  | H | I |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| <p>2<br/>content/math/into_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_.pdf?custom_correlation_id=b4f51ce5-c5ce-11ec-acee-</p>                                                                                                                                                                                                                                                                                 | <p>Wonder why lesson does not include experimental probability if it does have a few questions within it. Most of lesson focuses on fraction form of probability and no reference as to why one form may be used over another.</p> |   |   |
| <p>18<br/>content/math/into_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_With_Rational_Numbers.pdf?custom_correlation_id=a56db32f-c5cd-11ec-9e8c-content/math/into_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_Expressions.pdf?custom_correlation_id=b1d6fc68-c5cd-11ec-9e8c-content/math/into_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_and_Algebraic_Expressions.pdf?custom_correlation_id=c8f353be-0d587</p> | <p>Lesson 8.1 focuses on integers whereas benchmark states rational numbers.</p>                                                                                                                                                   |   |   |
| 19                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                    |   |   |

**From:** Jacobson, Lisa <Lisa.Jacobson@hnhco.com>  
**Sent:** Friday, April 29, 2022 11:13 AM EDT  
**To:** Hamilton, Lauren; Taylor, Lataviance L; Baumbach, Amber  
**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; Drew Parker  
**Subject:** RE: HMM initial appeal call  
**Attachment(s):** "image001.jpg","image002.png","image003.png"

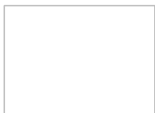
Lauren and all, I just wanted to update my email of last night to add that we also included our appeals for our Precalculus titles. If you require any further information for any of our appeals, please don't hesitate to let us know.

Thank you for your consideration, and have a great weekend!

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
hnhco.com



---

**From:** Jacobson, Lisa  
**Sent:** Thursday, April 28, 2022 9:52 PM  
**To:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>  
**Subject:** RE: HMM initial appeal call

Dear Lauren,  
Thank you for providing us with appeal template. On behalf of HMM, I am sending you the completed Appeal files for the following:

HMM Florida's B.E.S.T. Go Math! Grade K  
HMM Florida's B.E.S.T. Go Math! Grade 1  
HMM Florida's B.E.S.T. Go Math! Grade 2  
HMM Florida's B.E.S.T. Go Math! Grade 5  
HMM Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**  
<https://www.hnhco.com/ui/login/?connection=91005680>  
**State:** EVALUATOR  
**District:** FL K-12 Math Review-91005680  
**Teacher Username:** FL-DemoTeacher1  
**Teacher Password:** TheBEST1!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
hnhco.com



---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Tuesday, April 26, 2022 12:01 PM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

This message originated from outside your organization

Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, April 25, 2022 9:53 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** HMM initial appeal call

This message originated from outside your organization

Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal

Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**

<https://meet.goto.com/547145269>

**You can also dial in using your phone.**

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United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 547-145-269

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Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](https://inroomlink.goto.com)

Meeting ID: 547 145 269

Or dial directly: [547145269@67.217.95.2](tel:547145269@67.217.95.2) or [67.217.95.2##547145269](tel:67.217.95.2##547145269)

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

**From:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>  
**Sent:** Monday, April 25, 2022 9:52 AM EDT  
**To:** Baumbach; Amber  
**CC:** Richmond, James; Seeds, Cathy; Hamilton, Lauren; Rivers1, Angelia; Jacobson, Lisa; Drew Parker  
**Subject:** RE: HMM initial appeal call  
**Attachment(s):** "image001.png"

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>  
**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Drew Parker <dparker@radeylaw.com>  
**Subject:** HMM initial appeal call

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---

Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMM has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMM - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

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<https://meet.goto.com/547145269>

**You can also dial in using your phone.**

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United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 547-145-269

**Join from a video-conferencing room or system.**

Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](http://inroomlink.goto.com)

Meeting ID: 547 145 269

Or dial directly: [547145269@67.217.95.2](tel:547145269@67217952) or [67.217.95.2###547145269](tel:67217952###547145269)

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature





Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Thursday, May 12, 2022 10:32 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

This message originated from outside your organization

Hi all,

Content specialists have reviewed your submissions and we've scheduled a call for this afternoon at 1:00 PM to discuss. Please note that we are only addressing standards in grade 1 and grade 5. Standards for grade 6 accelerated have been fully approved. I've attached the spreadsheet with the most recent comments. Anything marked in green is approved and no further action is needed. Anything marked in red needs further discussion/edits.

Please see below for the link to the meeting invite.

HMH - Appeal call  
Thu, May 12, 2022 1:00 PM - 1:30 PM (EDT)

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You can also dial in using your phone.  
United States (Toll Free): [1 877 309 2073](tel:18773092073)  
United States: [+1 \(646\) 749-3129](tel:+16467493129)

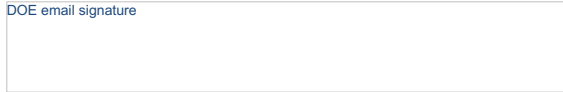
Access Code: 305-173-301

Join from a video-conferencing room or system.  
Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](http://inroomlink.goto.com)  
Meeting ID: 305 173 301  
Or dial directly: [305173301@67.217.95.2](tel:305173301@67217952) or [67.217.95.2##305173301](tel:67217952##305173301)

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature



---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Tuesday, May 10, 2022 3:47 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Amber - Thank you. I will advise the team.

Thanks,  
Tavi

Lataviance Taylor  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

Houghton Mifflin Harcourt  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Tuesday, May 10, 2022 3:42 PM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

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Hi Tavi,

Please make the changes in your digital platform. Once we can see that they've been made we can seek leadership approval.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature



---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, May 9, 2022 4:41 PM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call



Hi Amber,

Our submission to DOE included .pdfs of the changes we intended to make to address the issues related to inclusion of special topics. We believed that we would hear from DOE first, and then we would make the changes. If DOE desires for us to make the changes first, please let us know, and we will immediately make the changes on our digital content platform. Just let us know.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hmc.com](http://hmc.com)

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hmc.com](mailto:Lisa.Jacobson@hmc.com)>  
**Sent:** Monday, May 9, 2022 3:41 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hmc.com](mailto:Lataviance.Taylor@hmc.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Hi Amber, thank you for reaching out. We will look into this and respond shortly.

Best,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hmc.com](mailto:lisa.jacobson@hmc.com)  
[hmc.com](http://hmc.com)



---

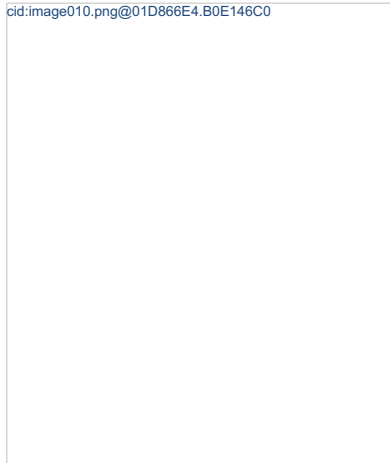
**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, May 9, 2022 3:40 PM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hmc.com](mailto:Lisa.Jacobson@hmc.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hmc.com](mailto:Lataviance.Taylor@hmc.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

This message originated from outside your organization

Hi Lisa,

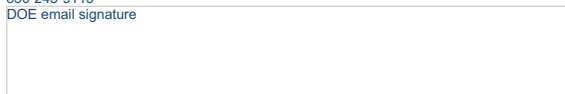
I'm looking at the special topics concerns that reviewers have noted. I see on the link on the spreadsheet that these sections have been marked up for removal. However, when I look at the section on your digital platform, the section marked for removal is still there. Do you know when these will be removed from your digital platform? For example, for Kindergarten, this is what I see in the materials (the green box is marked for removal on the spreadsheet):

cid:image010.png@01D866E4.B0E146C0



Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature



---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hmc.com](mailto:Lisa.Jacobson@hmc.com)>  
**Sent:** Thursday, April 28, 2022 9:52 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hmc.com](mailto:Lataviance.Taylor@hmc.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Dear Lauren,

Thank you for providing us with appeal template. On behalf of HMH, I am sending you the completed Appeal files for the following:

HMH Florida's B.E.S.T. Go Math! Grade K  
HMH Florida's B.E.S.T. Go Math! Grade 1  
HMH Florida's B.E.S.T. Go Math! Grade 2

HMH Florida's B.E.S.T. Go Math! Grade 5  
HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**

<https://www.hmhco.com/ui/login?connection=91005680>

**State:** EVALUATOR

**District:** FL K-12 Math Review-91005680

**Teacher Username:** FL-DemoTeacher1

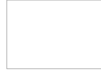
**Teacher Password:** TheBEST!!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,  
Lisa

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Tuesday, April 26, 2022 12:01 PM  
**To:** Taylor, Lataviance L <[lataviance.Taylor@hnhco.com](mailto:lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

**This message originated from outside your organization**

Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)



---

**From:** Taylor, Lataviance L <[lataviance.Taylor@hnhco.com](mailto:lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, April 25, 2022 9:53 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[lataviance.Taylor@hnhco.com](mailto:lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** HMH initial appeal call

**This message originated from outside your organization**

Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

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<https://meet.goto.com/547145269>

**You can also dial in using your phone.**  
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United States: +1 (646) 749-3129

**Access Code:** 547-145-269

**Join from a video-conferencing room or system.**

Dial in or type: [67.217.95.2](tel:67.217.95.2) or [inroomlink.goto.com](https://inroomlink.goto.com)

Meeting ID: 547 145 269

Or dial directly: [547145269@67.217.95.2](mailto:547145269@67.217.95.2) or [67.217.95.2##547145269](tel:67.217.95.2##547145269)

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Amber Baumbach

Library Media & Instructional Materials Program Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street

Tallahassee, FL 32399-0400

850-245-9115

DOE email signature

**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>

**Sent:** Wednesday, May 04, 2022 11:26 AM EDT

**To:** Taylor, Lataviance L; Hamilton, Lauren; Jacobson, Lisa

**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; Drew Parker; Duncan, Patricia; Starling, Courtney; Harvey, Ashley

**Subject:** RE: HMH initial appeal call

**Attachment(s):** "image001.png", "image002.png", "image003.jpg"

Hi Tavi,

I was just working on that J

I've scheduled a meeting to discuss the next steps with our math content specialists on Friday at 1:00 pm. Please see the link to the meeting below.

Thanks!

HMH - Appeal

Fri, May 6, 2022 1:00 PM - 1:30 PM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**

<https://meet.goto.com/440187477>

**You can also dial in using your phone.**

United States (Toll Free): [1 866 899 4679](tel:18668994679)

United States: [+1 \(571\) 317-3116](tel:+15713173116)

**Access Code:** 440-187-477

**Join from a video-conferencing room or system.**

Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 440 187 477

Or dial directly: 440187477@67.217.95.2 or 67.217.95.2###440187477

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Amber Baumbach

Library Media & Instructional Materials Program Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street

Tallahassee, FL 32399-0400

850-245-9115

DOE email signature

---

**From:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>

**Sent:** Wednesday, May 4, 2022 11:16 AM

**To:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>

**Subject:** RE: HMH initial appeal call

Good morning Lauren - Could you please provide a status/ETA of HMH's appeal?

Thanks,

Tavi

---

**Lataviance Taylor**

Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**

9400 Southpark Center Loop

Orlando, FL 32819

Office: 407.345.2352

Fax: 407.352.1318

[hnhco.com](http://hnhco.com)

---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>

**Sent:** Friday, April 29, 2022 7:34 AM

**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelina.Rivers1@fldoe.org](mailto:Angelina.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMM initial appeal call

---

This message originated from outside your organization

Thanks, Lisa. We will send all documents for review and reach out with next steps soon.

Please let me know if there's anything we can do to assist.

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>

**Sent:** Thursday, April 28, 2022 9:52 PM

**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelina.Rivers1@fldoe.org](mailto:Angelina.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMM initial appeal call

Dear Lauren,

Thank you for providing us with appeal template. On behalf of HMM, I am sending you the completed Appeal files for the following:

HMM Florida's B.E.S.T. Go Math! Grade K  
HMM Florida's B.E.S.T. Go Math! Grade 1  
HMM Florida's B.E.S.T. Go Math! Grade 2  
HMM Florida's B.E.S.T. Go Math! Grade 5  
HMM Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**

<https://www.hnhco.com/ui/login/?connection=91005680>

**State:** EVALUATOR

**District:** FL K-12 Math Review-91005680

**Teacher Username:** FL-DemoTeacher1

**Teacher Password:** TheBEST1!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

Houghton Mifflin Harcourt  
125 High Street

Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Tuesday, April 26, 2022 12:01 PM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

This message originated from outside your organization

Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)



---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, April 25, 2022 9:53 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** HMM initial appeal call

This message originated from outside your organization

---

Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**

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**You can also dial in using your phone.**

United States (Toll Free): [1 877 309 2073](tel:18773092073)

United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 547-145-269

**Join from a video-conferencing room or system.**

Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](https://inroomlink.goto.com)

Meeting ID: 547 145 269

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>

**Sent:** Tuesday, May 17, 2022 11:29 AM EDT

**To:** Jacobson, Lisa; Taylor, Lataviance L

**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; Drew Parker

**Subject:** RE: HMH initial appeal call

**Attachment(s):**

"image001.png", "image012.png", "image013.png", "image014.jpg", "image015.jpg", "image016.jpg", "image017.png", "image020.jpg"

Hi Lisa,

Grade 5 has been approved by our content specialist J

In Grade 1, the clarification of MA.1.M.2.2 states, "*Clarification 1:* Instruction includes the recognition of both sides of a coin."

Would it be possible to place the back side (or "tails") of a quarter next to the existing quarter here to satisfy that clarification?

This is on pg. 414.



Once we have this standard cleared we are good to route grades 1 and 5 for approval.

Thank you,

Amber Baumbach

Library Media & Instructional Materials Program Specialist

Bureau of Standards and Instructional Support

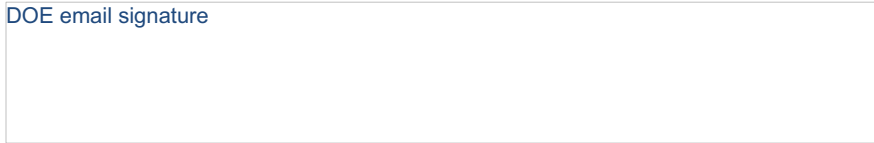
Florida Department of Education

325 West Gaines Street

Tallahassee, FL 32399-0400

850-245-9115

DOE email signature



---

**From:** Jacobson, Lisa <Lisa.Jacobson@hnhco.com>

**Sent:** Friday, May 13, 2022 4:18 PM

**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>

**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>

**Subject:** RE: HMH initial appeal call

Hello Amber! Pardon my delay in responding, but both Tavi and I were out of the office today, but in checking my email this afternoon, I saw yours. Thank you, thank you!

Attached are the final changes/responses for Grades 1 and 5. If you need anything further from us, please don't hesitate to let us know

Thank you again, and have a wonderful weekend!

---

**Lisa Jacobson**

Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**

125 High Street

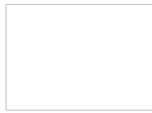
Boston, MA 02110

Office: 617.351.5415

[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)

hnhco.com





---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, May 13, 2022 2:51 PM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

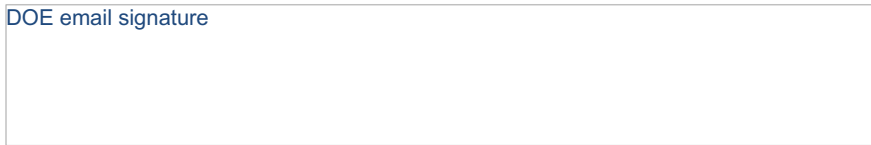
This message originated from outside your organization

Hi Lisa and Tavi,

We are happy to report that HMMs K-5 series, 6 accelerated, and the two pre-calculus bids are now on the adoption list! We look forward to seeing your final and approved updates for the pending standards in the K-5 series. It's been a pleasure working with you throughout the appeal process.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature



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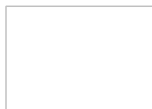
**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Thursday, May 12, 2022 10:34 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

Thank you Amber, I'll forward this information to our team.

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Thursday, May 12, 2022 10:32 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

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Hi all,

Content specialists have reviewed your submissions and we've scheduled a call for this afternoon at 1:00 PM to discuss. Please note that we are only addressing standards in grade 1 and grade 5. Standards for grade 6 accelerated have been fully approved. I've

attached the spreadsheet with the most recent comments. Anything marked in green is approved and no further action is needed. Anything marked in red needs further discussion/edits.

Please see below for the link to the meeting invite.

HMH - Appeal call  
Thu, May 12, 2022 1:00 PM - 1:30 PM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**

<https://meet.goto.com/305173301>

**You can also dial in using your phone.**

United States (Toll Free): [1 877 309 2073](tel:18773092073)

United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 305-173-301

**Join from a video-conferencing room or system.**

Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](https://inroomlink.goto.com)

Meeting ID: 305 173 301

Or dial directly: [305173301@67.217.95.2](https://305173301@67.217.95.2) or [67.217.95.2##305173301](https://67.217.95.2###305173301)

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>

**Sent:** Tuesday, May 10, 2022 3:47 PM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

Amber - Thank you. I will advise the team.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Sent:** Tuesday, May 10, 2022 3:42 PM

**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

This message originated from outside your organization

Please make the changes in your digital platform. Once we can see that they've been made we can seek leadership approval.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, May 9, 2022 4:41 PM  
**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

Hi Amber,

Our submission to DOE included .pdfs of the changes we intended to make to address the issues related to inclusion of special topics. We believed that we would hear from DOE first, and then we would make the changes. If DOE desires for us to make the changes first, please let us know, and we will immediately make the changes on our digital content platform. Just let us know.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Monday, May 9, 2022 3:41 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

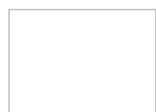
Hi Amber, thank you for reaching out. We will look into this and respond shortly.

Best,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Sent:** Monday, May 9, 2022 3:40 PM

**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMM initial appeal call

This message originated from outside your organization

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Hi Lisa,

I'm looking at the special topics concerns that reviewers have noted. I see on the link on the spreadsheet that these sections have been marked up for removal. However, when I look at the section on your digital platform, the section marked for removal is still there. Do you know when these will be removed from your digital platform?

For example, for Kindergarten, this is what I see in the materials (the green box is marked for removal on the spreadsheet):

cid:image010.png@01D866E4.B0E146C0



Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature



---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>

**Sent:** Thursday, April 28, 2022 9:52 PM

**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMM initial appeal call

Dear Lauren,

Thank you for providing us with appeal template. On behalf of HMM, I am sending you the completed Appeal files for the following:

HMM Florida's B.E.S.T. Go Math! Grade K  
HMM Florida's B.E.S.T. Go Math! Grade 1  
HMM Florida's B.E.S.T. Go Math! Grade 2  
HMM Florida's B.E.S.T. Go Math! Grade 5

HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**

<https://www.hmhco.com/ui/login/?connection=91005680>

**State:** EVALUATOR

**District:** FL K-12 Math Review-91005680

**Teacher Username:** FL-DemoTeacher1

**Teacher Password:** TheBEST1!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,  
Lisa

---

**Lisa Jacobson**

Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**

125 High Street

Boston, MA 02110

Office: 617.351.5415

[lisa.jacobson@hmhco.com](mailto:lisa.jacobson@hmhco.com)

[hmhco.com](http://hmhco.com)



---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>

**Sent:** Tuesday, April 26, 2022 12:01 PM

**To:** Taylor, Lataviance L <[Lataviance.Taylor@hmhco.com](mailto:Lataviance.Taylor@hmhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia

<[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hmhco.com](mailto:Lisa.Jacobson@hmhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

**This message originated from outside your organization**

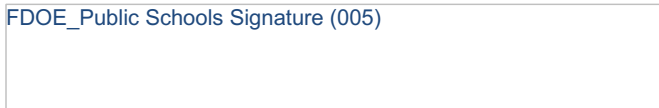
Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)



---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hmhco.com](mailto:Lataviance.Taylor@hmhco.com)>

**Sent:** Monday, April 25, 2022 9:53 AM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren

<[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hmhco.com](mailto:Lisa.Jacobson@hmhco.com)>; Drew

Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hmhco.com](http://hmhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hmhco.com](mailto:Lataviance.Taylor@hmhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hmhco.com](mailto:Lisa.Jacobson@hmhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** HMH initial appeal call

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---

Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**  
<https://meet.goto.com/547145269>

**You can also dial in using your phone.**  
United States (Toll Free): [1 877 309 2073](tel:18773092073)  
United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 547-145-269

**Join from a video-conferencing room or system.**  
Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](http://inroomlink.goto.com)  
Meeting ID: 547 145 269  
Or dial directly: [547145269@67.217.95.2](tel:547145269@67.217.95.2) or [67.217.95.2###547145269](tel:67.217.95.2###547145269)

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

**From:** Jacobson, Lisa <Lisa.Jacobson@hnhco.com>

**Sent:** Thursday, April 28, 2022 9:51 PM EDT

**To:** Hamilton, Lauren; Taylor, Lataviance L; Baumbach, Amber

**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; Drew Parker

**Subject:** RE: HMH initial appeal call

**Attachment(s):** "image001.jpg", "image002.png", "image003.png", "HMH FL Go Math Appeal G1.xlsx", "HMH FL Go Math Appeal G2.xlsx", "HMH FL Go Math Appeal G5.xlsx", "HMH FL Go Math Appeal GK.xlsx", "HMH FL Into Math Appeal Accelerated G6.xlsx", "HMH Publisher Appeal Pre-Calculus by Cynthia Young.xlsx", "HMH Publisher Appeal Pre-Calculus Honors, Functions Modeling Change.xlsx"

Dear Lauren,

Thank you for providing us with appeal template. On behalf of HMH, I am sending you the completed Appeal files for the following:

HMH Florida's B.E.S.T. Go Math! Grade K

HMH Florida's B.E.S.T. Go Math! Grade 1

HMH Florida's B.E.S.T. Go Math! Grade 2

HMH Florida's B.E.S.T. Go Math! Grade 5

HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**

<https://www.hnhco.com/ui/login/?connection=91005680>

**State:** EVALUATOR

**District:** FL K-12 Math Review-91005680

**Teacher Username:** FL-DemoTeacher1

**Teacher Password:** TheBEST1!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,

Lisa

---

**Lisa Jacobson**

Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**

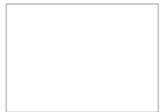
125 High Street

Boston, MA 02110

Office: 617.351.5415

[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)

hnhco.com



---

**From:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

**Sent:** Tuesday, April 26, 2022 12:01 PM

**To:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Drew Parker <dparker@radeylaw.com>

**Subject:** RE: HMH initial appeal call

**This message originated from outside your organization**

Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton

Instructional Materials Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street, Suite 424

Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, April 25, 2022 9:53 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

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Orlando, FL 32819  
Office: 407.345.2352  
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**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** HMH initial appeal call

This message originated from outside your organization

Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

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[DOE email signature](#)

|   | A                                                                                                                                                                                                                                                                                   | B                                        | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | D | E | F |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| 1 | <u>COURSE #5012030_HMH Florida's B.E.S.T. Go Math  Grade 1</u>                                                                                                                                                                                                                      |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |   |   |
| 2 | <u>BID 455</u>                                                                                                                                                                                                                                                                      |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |   |   |
| 3 | Standard Below 3<br>(if applicable)                                                                                                                                                                                                                                                 | Special Topic Concern<br>(If applicable) | Publisher Correction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |   |   |
| 4 | n/a                                                                                                                                                                                                                                                                                 | n/a                                      | <p><b>HMH Overall Response:</b> After collecting and analyzing all the scores provided by the reviewers on Grade 1, we believe there was an error in calculations with the scores and that this grade did in fact score a 4. Nonetheless, we have provided responses to any standards where at least one reviewer scored us a 3 or below.</p> <p>Reviewer 1 rates us a 5 here and indicates that " Items focus on true and false. There is a mix of operations being related on both sides of the question as well as opportunities for multiple addends."</p> <p>Reviewer 2s, on the other hand, states that there were too many terms in the equations. They indicated that "The Listen and Draw on p.477, #13 on p.480, and #7 on 481 contain 5 terms, which does not align to the standard and clarifications."</p> <p>HMH Response: There are no more than 3 terms used on one side of an equation. On p. 477; p. 480 and 481 each have only a single equation that shows two terms on one side of the equation and three terms on the other.</p> <p>Additionally, Reviewer 2 wrote that the lesson does "not focus on the meaning of the equal sign."</p> <p>HMH Response: The Math Talk on p. 477 addresses the meaning of the equal sign.</p> |   |   |   |
| 5 | MA.1.AR.2.2<br><br>Determine and explain if equations involving addition or subtraction are true or false.                                                                                                                                                                          | n/a                                      | <p>Reviewer 2 writes that Clarification 1 calls for students to use "tally marks to skip counting by 5's."</p> <p>HMH Response: Clarification 1 states that students should connect tally marks to counting by 5s, but does not state the expectation that students should skip count tally marks.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |   |   |
| 6 | MA.1.DP.1.1<br><br>Collect data into categories and represent the results using tally marks or pictographs.                                                                                                                                                                         | n/a                                      | <p>Reviewer 2 states that the content contains "informal language" and "is missing critical academic vocabulary as mentioned in the clarifications."</p> <p>HMH Response: the "critical" academic vocabulary is not specifically stated by the FL standards and we use age-appropriate language.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |   |   |
| 7 | MA.1.GR.1.1<br><br>Identify, compare and sort two- and three- dimensional figures based on their defining attributes. Figures are limited to circles, semi- circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders. | n/a                                      | <p>Lesson 16.3:<br/>Lesson 16.4:<br/><a href="https://www.4701-822a-4">https://www.4701-822a-4</a><br/>Lesson 11.1:<br/>Lesson 11.5:<br/><a href="https://www">https://www</a><br/>Dimensional<br/>12.1: Classif<br/>12.2: Attrib<br/><a href="http://www.hmhco">www.hmhco</a><br/>Dimensional</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |   |   |

| G | H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | I | J  |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----|
| 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   | R  |
| 2 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |    |
| 3 | Link to correction in materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   | 1- |
| 4 | n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |    |
| 5 | <p>pp. 477-481 Equal and Not Equal, focuses on True/False and operations on both sides of the equation.</p> <p>.hnhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C10_Addition_and_Subtraction_Relationships.pdf?custom_correlation_id=905db34-6ce4-44e1-9b5e-235f2ff145f0</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |    |
| 6 | <p>pp. 673-678 Tally Marks</p> <p>pp.679-685 Make Tally Marks</p> <p>.hnhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C16_Graphing.pdf?custom_correlation_id=f6e6549e-4187-44b3d09850e</p> <p>pp. 497-500 Three Dimensional Shapes</p> <p>pp. 500-503 Two-Dimensional Shapes on Three-Dimensional Shapes</p> <p>.hnhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C11_Geometry_Three-Solids.pdf?custom_correlation_id=9ab7c363-029b-41e0-9e51-89f9a6384f6b</p> <p>Identify and Sort Two-Dimensional Shapes, 533-536</p> <p>Identifying and Sorting Two-Dimensional Shapes, 539-542</p> <p>.hnhco.com/content/math/go_math/g1/student/pdf/G1_GoMath_EN_FL_SE_C12_Geometry_Two-Dimensional Shapes.pdf?custom_correlation_id=c3ed929b-6a32-4bca-bc8c-a9ee272db71f</p> |   |    |
| 7 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |    |

|    | A                                                                                                                                                                                                                                                                      | B   | C                                                                                                                                                                                                                                                                                                                             | D | E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | F                                                                                                               |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| 8  | <p>MA.1.GR.1.2</p> <p>Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.</p>                                                                                                           | n/a | Reviewer 1 states there are limited examples of sketching 2-D figures.                                                                                                                                                                                                                                                        |   | <p>HMH Response: This is covered on pp.539-540, which has a table where students identify, draw, and give attributes of the shapes. Additionally, on p.521-526, students draw and identify two-dimensional shapes that compose three-dimensional shapes.</p> <p>Reviewer 2 states that "P-521-526 do not align with the standard at all. It is only 2d shapes based on their attributes, not the attributes of a 3D shape."</p> <p>HMH Response: Attributes of 3-D shapes include 2-D shapes, which are included in Lesson 11.5, pp. 521-526. Classifying two- and three-dimensional shapes are found in Lesson 11.1, 11.5, 12.1, and 12.5.</p> | Lesson 12.2<br><a href="http://www.hmhco.com/Dimensional">www.hmhco.com/Dimensional</a>                         |
| 9  | <p>MA.1.GR.1.3</p> <p>Compose and decompose two- and three- dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.</p>                                        | n/a | Reviewer 2 states Lesson 12.5 uses fourths instead of semi-circles.                                                                                                                                                                                                                                                           |   | <p>HMH Response: The example mentioned uses two quarter circles to make a half circle, which is then composed to make other shapes.</p> <p>Additionally, reviewer 2 writes "There are some good examples of composing and decomposing 2d and 3d shapes . . . it is lacking the much needed vocabulary."</p> <p>HMH Reponse: From a standards perspective, using academic language and vocabulary is not mentioned.</p>                                                                                                                                                                                                                          | Lesson 12.5<br><a href="http://www.hmhco.com/Dimensional">www.hmhco.com/Dimensional</a>                         |
| 10 | <p>MA.1.GR.1.4</p> <p>Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.</p> | n/a | Reviewer 1 states that "While there are many examples of real- world objects for stand alone figures (balls, cones, cans, etc.), there are only a few real-world examples of items with multiple identifiable geometric figures . . ." In most other examples, they are identifying the geometric figures in composed shapes. |   | <p>HMH Response: The composite figures were included; however because of their age appropriateness for Grade 1 students. The approach also meets the standard as it is written.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Lesson 11.2<br><a href="http://www.hmhco.com/Dimensional">https://www.hmhco.com/Dimensional</a>                 |
| 11 | <p>MA.1.M.1.1</p> <p>Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.</p>                                                                                                                      | n/a | Reviewer 1 gave us a positive score of 5--a difference of 3 points from Reviewer 2. This reviewer specifically said "Items align to the standard for estimation."                                                                                                                                                             |   | <p>Reviewer 2, on the other hand, states that "The clarifications were clear that students would be estimating with inches. Chapter 14 Lesson 3 focuses on estimating with centimeters."</p> <p>HMH Response: The standard is written as follows "Measure the length of an object to the nearest inch or centimeter" so the content as presented meets the standards as they are written.</p> <p>Additionally, reviewer 2 was concerned that non-standard units are used for estimating.</p>                                                                                                                                                    | Lessons 14,<br><a href="https://www.hmhco.com/Dimensional">https://www.hmhco.com/Dimensional</a><br>c311-4a93-8 |

|    | A                                                                                                                                                                                                                            | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | D | E | F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 12 | <p>MA.1.M.1.2</p> <p>Compare and order the length of up to three objects using direct and indirect comparison.</p>                                                                                                           | n/a | <p>Reviewer 1 gave us a positive score of 5 (a disparity of 3 points with reviewer 2) and stated "Opportunities for 3 items compared directly and also for indirect comparison."</p> <p>Reviewer 2, on the other hand, states that "Chapter 14 Lesson 3 does not align as it discusses estimating measurement instead of comparing objects in specific units."</p> <p>HMH Response: Students use comparisons of longer or shorter objects so that they can estimate their lengths. More specifically, in 14.5 students compare objects to order them, as stated by the standard.</p> |   |   | Lesson 14.3<br><a href="https://www.illustrativemathematics.org/HS-Math/HS-1/HS-1-14/HS-1-14-3">https://www.illustrativemathematics.org/HS-Math/HS-1/HS-1-14/HS-1-14-3</a>                                                                                                                                                                                                                                                                                                                                     |
| 13 | <p>MA.1.M.2.1</p> <p>Using analog and digital clocks, tell and write time in hours and half-hours.</p>                                                                                                                       | n/a | <p>Reviewer 2 states that "there is no discussion or use of the vocabulary for digital and analog" within the lessons 15.1-15.4.</p> <p>HMH Response: The benchmark specifies only that students write and tell time and not that they use specified vocabulary. Clocks divided into semicircles is shown in Lesson 15.3.</p> <p>Reviewer 1 states that students count but do not simply identify coins--that the resources should "provide images of both sides of coins."</p>                                                                                                      |   |   | Lessons 15.1-15.4<br><a href="https://www.illustrativemathematics.org/HS-Math/HS-1/HS-1-15/HS-1-15-1">https://www.illustrativemathematics.org/HS-Math/HS-1/HS-1-15/HS-1-15-1</a><br><a href="https://www.illustrativemathematics.org/HS-Math/HS-1/HS-1-15/HS-1-15-2">https://www.illustrativemathematics.org/HS-Math/HS-1/HS-1-15/HS-1-15-2</a><br><a href="https://www.illustrativemathematics.org/HS-Math/HS-1/HS-1-15/HS-1-15-3">https://www.illustrativemathematics.org/HS-Math/HS-1/HS-1-15/HS-1-15-3</a> |
| 14 | <p>MA.1.M.2.2</p> <p>Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.</p>                                                             | n/a | <p>HMH Response: Identification of the coin is necessary to count them. This is why both sides of the coin are used throughout this chapter in order to reinforce their ability to identify and count coins.</p> <p>Reviewer 1 wrote that the benchmark indicates students should "Find the value of combinations of pennies, nickels and dimes up to one dollar."</p>                                                                                                                                                                                                               |   |   | Lesson 9.3,<br><a href="https://www.illustrativemathematics.org/HS-Math/HS-1/HS-1-9/HS-1-9-3">https://www.illustrativemathematics.org/HS-Math/HS-1/HS-1-9/HS-1-9-3</a><br><a href="https://www.illustrativemathematics.org/HS-Math/HS-1/HS-1-9/HS-1-9-4">https://www.illustrativemathematics.org/HS-Math/HS-1/HS-1-9/HS-1-9-4</a><br><a href="https://www.illustrativemathematics.org/HS-Math/HS-1/HS-1-9/HS-1-9-1">https://www.illustrativemathematics.org/HS-Math/HS-1/HS-1-9/HS-1-9-1</a>                   |
| 15 | <p>MA.1.M.2.3</p> <p>Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to \$100. Use the ¢ and \$ symbols appropriately.</p> | n/a | <p>HMH Response: In the Ready for More on Lesson 9.4, p. 412, the TE guide includes direction on how to guide students to find different ways to make 100 cents. This omission was caught by the internal team and was corrected for implementation.</p> <p>Reviewer 2 stated that "Most of the examples for expanded form was based on ___tens + ___ones when it should be the actual number made by the tens plus the ones (for example 70+5)."</p>                                                                                                                                |   |   | Lesson 9.4,<br><a href="https://www.illustrativemathematics.org/HS-Math/HS-1/HS-1-9/HS-1-9-4">https://www.illustrativemathematics.org/HS-Math/HS-1/HS-1-9/HS-1-9-4</a><br><a href="https://www.illustrativemathematics.org/HS-Math/HS-1/HS-1-9/HS-1-9-1">https://www.illustrativemathematics.org/HS-Math/HS-1/HS-1-9/HS-1-9-1</a>                                                                                                                                                                              |
| 16 | <p>MA.1.NSO.1.2</p> <p>Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.</p>                                              | n/a | <p>HMH Response: There are two places where this is covered in the content --both Lessons 2.5 and 2.9. It shows that students write numbers in 3 forms, ex., 4 tens + 7 ones, 40 + 7, and 47.</p> <p>Reviewer 2 writes "Examples from p.279-296 were not rigorous enough to cover this standard, as most were two single digit numbers. The SE p.303-308 did a much better job covering this material."</p>                                                                                                                                                                          |   |   | Lesson 2.5,<br>Lesson 2.9,<br><a href="https://www.illustrativemathematics.org/HS-Math/HS-1/HS-1-2/HS-1-2-5">https://www.illustrativemathematics.org/HS-Math/HS-1/HS-1-2/HS-1-2-5</a><br><a href="https://www.illustrativemathematics.org/HS-Math/HS-1/HS-1-2/HS-1-2-9">https://www.illustrativemathematics.org/HS-Math/HS-1/HS-1-2/HS-1-2-9</a>                                                                                                                                                               |
| 17 | <p>MA.1.NSO.2.4</p> <p>Explore the addition of a two-digit number and a one-digit number with sums to 100.</p>                                                                                                               | n/a | <p>HMH Response: As noted by Reviewer 1, there is good coverage in Chapter 6 which include problem with a two-digit addended greater than 20 and varying representations including models, number lines and place value.</p>                                                                                                                                                                                                                                                                                                                                                         |   |   | Lesson 6.9<br><a href="https://www.illustrativemathematics.org/HS-Math/HS-1/HS-1-6/HS-1-6-9">https://www.illustrativemathematics.org/HS-Math/HS-1/HS-1-6/HS-1-6-9</a>                                                                                                                                                                                                                                                                                                                                          |
| 18 |                                                                                                                                                                                                                              |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|   | A                                                              | B                                                                                                     | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | D | E | F | G                                                                                                                                |
|---|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|----------------------------------------------------------------------------------------------------------------------------------|
| 1 | <u>COURSE #5012040_HMH Florida's B.E.S.T. Go Math! Grade 2</u> |                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |   |   |                                                                                                                                  |
| 2 | <u>BID 456</u>                                                 |                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |   |   |                                                                                                                                  |
| 3 | <b>Standard Below 3<br/>(if applicable)</b>                    | <b>Special Topic Concern<br/>(If applicable)</b>                                                      | <b>Publisher Correction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |   |   |                                                                                                                                  |
| 4 | n/a                                                            | Attempts at multicultural teaching is evident. Ex. - types of housing for different groups of people. | Per the reviewer's note, "attempts at multicultural teaching is evident. Ex. types of housing for different groups of people. It is important to note; however, that HMH Florida's B.E.S.T. Go Math! complies with the Addendum to Mathematics Instructional Materials Bid Specifications issued by the Florida Department of Education June 9, 2021 and it does not reference or contain Critical Race Theory or Social Emotional Learning objectives in the Supporting All Learners callouts or elsewhere in the books or the digital experience.<br><br>Without additional details or evidence to back the concern, the only explicit callout that refers to "housing" can be found in Lesson 4.2 in the Teacher Edition. Our plan is to remove this call-out from the digital program immediately and from the print Teacher's Edition upon reprint. |   |   |   | Below is a link to a m reprint.<br><br>Lesson 4.2, Pg 160<br><br><a href="https://hmhco.box.com/s/">https://hmhco.box.com/s/</a> |

|   | H                                                                                                                                                             | I | J                                                                                                               | K |  |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------------------------------------|---|--|
| 1 |                                                                                                                                                               |   | <b>Reviewer Evaluation Scale:</b><br>5- Very Good<br>4- Good<br>3- Fair<br>2- Poor<br>1- Very Poor/No Alignment |   |  |
| 2 |                                                                                                                                                               |   |                                                                                                                 |   |  |
| 3 | <a href="#">Link to correction in materials</a>                                                                                                               |   |                                                                                                                 |   |  |
| 4 | backup of the call-out we are removing from the digital program immediately and from the print Teacher's Edition upon<br><br>vyhi08e36njfn88bcoosg3xiyvlt0mzx |   |                                                                                                                 |   |  |

|   | A                                                                                                                                                                                                  | B                                        | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | D                                                                                                                                                                                                                                                                                                                                                                                                           |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <u>COURSE #5012070_HMH Florida's B.E.S.T. Go Math! Grade 5</u>                                                                                                                                     |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                             |
| 2 | <u>BID 459</u>                                                                                                                                                                                     |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                             |
| 3 | Standard Below 3<br>(if applicable)                                                                                                                                                                | Special Topic Concern<br>(If applicable) | Publisher Correction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                             |
| 4 | <p>MA.5.AR.2.3</p> <p>Determine and explain whether an equation involving any of the four operations is true or false.</p>                                                                         | n/a                                      | <p>Reviewer 2 stated "many questions focus on determining which property is being used, which is not a clarification in the BEST standard.</p> <p>HMH Response: this standard is not taught in isolation and taught throughout Grade 5 in equations; with properties, without, and in other formats. Examples of usage are 2.1, p.42; 3.3, p.98; 3.5, p. 110; 11.1 p. 379, and 11.2 p.386.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Lesson 2.1, <a href="https://www.illustration_of_math.com/lesson_2.1/">https://www.illustration_of_math.com/lesson_2.1/</a></p> <p>Lesson 3.3, <a href="https://www.illustration_of_math.com/lesson_3.3/">https://www.illustration_of_math.com/lesson_3.3/</a></p> <p>Lesson 11.1, <a href="https://www.illustration_of_math.com/lesson_11.1/">https://www.illustration_of_math.com/lesson_11.1/</a></p> |
| 5 | <p>MA.5.AR.3.2</p> <p>Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.</p>                                                                           | n/a                                      | <p>Reviewer 1 states that instruction is "asking student to write a rule for a given graph."</p> <p>HMH Response: This is an instructional sequence in which students write the ordered pairs to find the rule. This is an example of using standards together and not in isolation (with 5.DP.1.1).</p> <p>Reviewer 2 stated "Most question met the standard except the question in the explore part of Chapter 17 Lesson 2. The pattern does not match the chart."</p> <p>HMH Response: The pattern and the chart match on the aforementioned example.</p> <p>Reviewer 2 states that the pattern does not match the table in 18.1 Explore, p.631.</p> <p>HMH Response: No table was used in the Explore section.</p> <p>Reviewer 2 also states that fractional measurements of 1/8 are use.</p> <p>HMH Response: All line plots show only halves, thirds or fourths as measures--calculations, within questions may include other fractions.</p> | <p>Lesson 17.2, <a href="https://www.illustration_of_math.com/lesson_17.2/">https://www.illustration_of_math.com/lesson_17.2/</a></p> <p>Lesson 18.1, <a href="https://www.illustration_of_math.com/lesson_18.1/">https://www.illustration_of_math.com/lesson_18.1/</a></p>                                                                                                                                 |
| 6 | <p>MA.5.DP.1.1</p> <p>Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.</p>                                                  | n/a                                      | <p>While Reviewer 1 rated this benchmark coverage a full 3 points higher, noting that the benchmark coverage includes "instruction on balancing point", Reviewer 2 states "Explanations on how to find mean, mode, and median are aligned; however there is no mention of range."</p> <p>HMH Response: In the content, range is explicitly defined and demonstrated in Lesson18.2, p.635 and Lesson 18.5, p. 655.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Lesson 18.2, <a href="https://www.illustration_of_math.com/lesson_18.2/">https://www.illustration_of_math.com/lesson_18.2/</a></p>                                                                                                                                                                                                                                                                       |
| 7 | <p>MA.5.DP.1.2</p> <p>Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.</p>                                | n/a                                      | <p>While Reviewer 1 rated this benchmark coverage a full 3 points higher, noting that coverage includes a "use of models," Reviewer 2 states that mixed numbers were "used in comparative lessons only. Students are directed to simplify answers which is not necessary."</p> <p>HMH Response: Extensive mixed number multiplication is shown in Lesson 9.4, p.357 which is a comparison lesson; comparison is essential to multiplying mixed numbers for estimating products and assessing reasonableness. Also performed with area models in Lesson 13.2, p. 453. Both are examples of not showing the standards in isolation (with 5.GR.2.1).</p>                                                                                                                                                                                                                                                                                              | <p>Lesson 9.4, <a href="https://www.illustration_of_math.com/lesson_9.4/">https://www.illustration_of_math.com/lesson_9.4/</a></p> <p>Lesson 13.2, <a href="https://www.illustration_of_math.com/lesson_13.2/">https://www.illustration_of_math.com/lesson_13.2/</a></p>                                                                                                                                    |
| 8 | <p>MA.5.FR.2.2</p> <p>Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.</p> | n/a                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Lesson 13.2, <a href="https://www.illustration_of_math.com/lesson_13.2/">https://www.illustration_of_math.com/lesson_13.2/</a></p>                                                                                                                                                                                                                                                                       |



| E | F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | G | H                                                                                                               | I |  |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------------------------------------|---|--|
| 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   | <b>Reviewer Evaluation Scale:</b><br>5- Very Good<br>4- Good<br>3- Fair<br>2- Poor<br>1- Very Poor/No Alignment |   |  |
| 2 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |                                                                                                                 |   |  |
| 3 | <a href="#">Link to correction in materials</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |                                                                                                                 |   |  |
| 4 | <p>p. 42<br/> <a href="#">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C02_Practice_Multiplication_and_DWhole_Numbers.pdf?custom_correlation_id=ec0d7d23-05e6-45da-af99-47205a741bd1</a><br/>           p. 98; Lesson 3.5 p. 110<br/> <a href="#">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C03_Place_Value_and_Decimalssrelation_id=4365a37a-c5cb-11ec-9dd9-95a2dd181d23</a><br/>           p. 379, 112, p.386<br/> <a href="#">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C11_Divide_Fractions.pdf?custom_id=be1c477f-c5cb-11ec-8e6f-97fd508f5f60</a></p> |   |                                                                                                                 |   |  |
| 5 | <p>p.585; Lesson 17.3, p.591<br/> <a href="#">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C17_Graphs_and_Patterns.pdf?custom_id=0b4f9e24-c5cc-11ec-b420-a7d422cc62c4</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                              |   |                                                                                                                 |   |  |
| 6 | <p>p. 631<br/> <a href="#">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C18_Collect_Represent_and_Interp?custom_correlation_id=1b070d5b-c5cc-11ec-9e8c-67283c000cdd</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                |   |                                                                                                                 |   |  |
| 7 | <p>p.638; Lesson 18.5, p.655<br/> <a href="#">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C18_Collect_Represent_and_Interp?custom_correlation_id=1b070d5b-c5cc-11ec-9e8c-67283c000cdd</a></p>                                                                                                                                                                                                                                                                                                                                                                                                             |   |                                                                                                                 |   |  |
| 8 | <p>p. 357<br/> <a href="#">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C09_Add_and_Subtrae_Fractions_aNumbers_with_Unlike_Denominators.pdf?custom_correlation_id=949888d2-c5cb-11ec-a9a6-3b73d4108379</a><br/>           p.453<br/> <a href="#">.hnhco.com/content/math/go_math/g5/student/pdf/G5_GoMath_EN_FL_SE_C13_Perimeter_and_Area_of_RectFractional_and_Decimal_Side_Lengths.pdf?custom_correlation_id=d7c1d56d-c5cb-11ec-916f-d1b8cf3d1d68</a></p>                                                                                                                                                |   |                                                                                                                 |   |  |

| A                                                                                                                                                                                                                                              | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | D                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>MA.5.FR.2.3</p> <p>When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating.</p>                                | n/a | <p>Reviewer 2 states that "Examples in the text call for completing an operation to figure out the relative comparison. The BEST standards state that students should be able to focus on estimation and assessing the reasonableness of answers."</p> <p>HMH Response: Students learn estimation and assessing the reasonableness of answers by comparing products using the whole number part of the mixed number. In Lessons 10.3 and 10.4, students use models to compare the size of the product to the size of a factor when multiplying fractions. Students then determine that when you find a part of a part, the product will be less than either part. Finally, students understand that when a fraction is multiplied by a number greater than 1, the product will always be greater than the fraction. Building reasoning about the size of a product will help students determine if their solutions are reasonable or help them make reasonable estimates.</p> | <p>Lessons 10.3<br/> <a href="https://www.illustrativemathematics.org/HS/index.html">https://www.illustrativemathematics.org/HS/index.html</a><br/>           correlation</p> |
| <p>MA.5.GR.1.1</p> <p>Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.</p>                                 | n/a | <p>Reviewer 1 stated this benchmark coverage 2 points higher, noting "lots of practice with triangles and quadrilaterals."</p> <p>Reviewer 2, on the other hand, states that "Examples classify more than what is necessary. Addresses various polygons not addressed in the BEST standards."</p> <p>HMH Response: Polygons shown are review material, and are also used in 3D prisms; such as the right pentagonal prism on p.491.</p> <p>Reviewer 1 rated this benchmark coverage a full 3 points higher at a 5, noting that there is "adequate coverage of 3-d figures."</p>                                                                                                                                                                                                                                                                                                                                                                                               | <p>Lesson 14.4<br/> <a href="https://www.illustrativemathematics.org/HS/index.html">https://www.illustrativemathematics.org/HS/index.html</a><br/>           correlation</p>  |
| <p>MA.5.GR.1.2</p> <p>Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.</p> | n/a | <p>Reviewer 2 states "Extraneous material in lesson. Examples should be limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres."</p> <p>HMH Response: Pentagonal prism with equal sides and angles that are shown are right prisms, which are included in the benchmarks, p. 491.</p> <p>Reviewer 1 states "Chapter 10, Lesson 5 is not in 5th grade standards; perhaps middle school?"</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Lesson 10.5<br/> <a href="https://www.illustrativemathematics.org/HS/index.html">https://www.illustrativemathematics.org/HS/index.html</a><br/>           correlation</p>  |
| <p>MA.5.GR.2.1</p> <p>Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.</p>                                                                                                 | n/a | <p>HMH Response: This shows benchmarks NOT taught in isolation and is an example of a problem-solving lessons that demonstrates how to solve benchmarks 5.FR.2.2 and 5.FR.2.3. Examples of fractional and decimal side lengths in Lessons 13.1, p.447-450 and 13.2, p.453-456</p> <p>Reviewer 2 rated this benchmark coverage 2 points higher with a 4, noting "Questions cover both fractional and decimal side lengths."</p> <p>Reviewer 1 states that in Lesson 17.3, p.591, students write the ordered pairs to find the rule.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Lesson 13.1<br/> <a href="https://www.illustrativemathematics.org/HS/index.html">https://www.illustrativemathematics.org/HS/index.html</a><br/>           angles_with</p>  |
| <p>MA.5.GR.4.1</p> <p>Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.</p>                                                                                   | n/a | <p>HMH Response: This is also an example of using standards together and not in isolation. (with 5.GR.4.1 and 5.GR.4.2)</p> <p>Reviewer 2 rated this benchmark coverage 2 points higher with a 4, notes "Materials fairly instruct how to plot and label points."</p> <p>Reviewer 2 states: Conversion included length, volume, and capacity; however, there were no time conversion present."</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Lesson 17.3<br/> <a href="https://www.illustrativemathematics.org/HS/index.html">https://www.illustrativemathematics.org/HS/index.html</a><br/>           om_correlat</p>  |
| <p>MA.5.M.1.1</p> <p>Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.</p>                                                                      | n/a | <p>HMH Response: One simple time conversions is included in 16.3, p.563, but this absence was noted in the errata process and will be corrected on the next printing.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Lesson 16.3<br/> <a href="https://www.illustrativemathematics.org/HS/index.html">https://www.illustrativemathematics.org/HS/index.html</a><br/>           f?custom_co</p>  |

|    | A                                                                                                                                                                                                                                                                         | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15 | <p>MA.5.NSO.1.1</p> <p>Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.</p>                                                                                  | n/a | <p>Reviewer 1 stated that there is "not enough attention to this standard, only addressed in one lesson."</p> <p>HMH Response: More examples exist with other standards, as shown in Lesson 3.1, p. 83, Lesson 5.1, p. 149 and Lesson 7.1 p. 219</p>                                                                                                                                                                                                                                                                                                      | <p>Lesson 3.1, <a href="https://www.fcusom.com/curriculum/lesson_3_1">https://www.fcusom.com/curriculum/lesson_3_1</a></p> <p>Lesson 5.1, <a href="https://www.fcusom.com/curriculum/lesson_5_1">https://www.fcusom.com/curriculum/lesson_5_1</a></p> <p>Lesson 7.1, <a href="https://www.fcusom.com/curriculum/lesson_7_1">https://www.fcusom.com/curriculum/lesson_7_1</a></p>                                                                                                                                                                                                                                                                                                                                                                                  |
| 16 | <p>MA.5.NSO.1.2</p> <p>Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.</p>                                                                                                                          | n/a | <p>While Reviewer 2 rated this benchmark coverage 2 points higher, giving it a 4, noting "Materials address the standard fully."</p> <p>HMH Response: There is limited items on using expanded notation," Reviewer 1 stated "only one lesson for a concept that requires more attention." However, there are further examples in Lessons 3.1, 3.2, and 3.3 of using multiple forms of numbers.</p>                                                                                                                                                        | <p>Lesson 3.1, <a href="https://www.fcusom.com/curriculum/lesson_3_1">https://www.fcusom.com/curriculum/lesson_3_1</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 17 | <p>MA.5.NSO.1.3</p> <p>Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations.</p> | n/a | <p>While Reviewer 2 rated this benchmark coverage 3 full points higher with a 5, stating "Materials addressed the standard fully with multiple ways to depict composition and decomposition," Reviewer 1 stated that there is "not enough content to support this concept."</p> <p>HMH Response: Decimal composition and decomposition are covered in Lesson 3.2 and 3.3 with models, by drawing, in place value tables, and by relating it to fractions.</p>                                                                                             | <p>Lesson 3.1, <a href="https://www.fcusom.com/curriculum/lesson_3_1">https://www.fcusom.com/curriculum/lesson_3_1</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 18 | <p>MA.5.NSO.1.5</p> <p>Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.</p>                                                                                                                                    | n/a | <p>Reviewer 2 stated that "Instruction does meet the standard."</p> <p>HMH Response: This benchmark is completely covered in Lesson 3.5, p.107 and there is no expectation in the benchmark or clarifications that number lines should be used</p>                                                                                                                                                                                                                                                                                                        | <p>Lesson 3.5, <a href="https://www.fcusom.com/curriculum/lesson_3_5">https://www.fcusom.com/curriculum/lesson_3_5</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 19 | <p>MA.5.NSO.2.1</p> <p>Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.</p>                                                                                                                                               | n/a | <p>Reviewer 1 states "Instruction does not include practice of various algorithms".</p> <p>HMH Response: Lesson 1.1 covers this standard completely as there is not a need to have various algorithms according to the benchmark. That being said, Lessons 2.5 and 2.6 bar models are used as an instructional method as well.</p>                                                                                                                                                                                                                        | <p>Lesson 1.1, <a href="https://www.fcusom.com/curriculum/lesson_1_1">https://www.fcusom.com/curriculum/lesson_1_1</a></p> <p>Lesson 2.5, <a href="https://www.fcusom.com/curriculum/lesson_2_5">https://www.fcusom.com/curriculum/lesson_2_5</a></p> <p>Lesson 2.6, <a href="https://www.fcusom.com/curriculum/lesson_2_6">https://www.fcusom.com/curriculum/lesson_2_6</a></p>                                                                                                                                                                                                                                                                                                                                                                                  |
| 20 | <p>MA.5.NSO.2.2</p> <p>Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.</p>                                                                            | n/a | <p>While Reviewer 1 rated this benchmark coverage 3 points higher with a 5, and noted "Multiple representations used," Reviewer 2 stated that "good use of partial quotient initially then it leans into long division standard algorithm for the rest of the division practice."</p> <p>HMH Response: Other methods are used, such as quick pictures, in Lesson 1.2, partial quotients in Lesson 1.3, the standard algorithm in Lesson 2.1, interpreting remainders and writing them as fractions in Lesson 2.2, and adjust quotients in Lesson 2.3.</p> | <p>Lesson 1.1, <a href="https://www.fcusom.com/curriculum/lesson_1_1">https://www.fcusom.com/curriculum/lesson_1_1</a></p> <p>Lesson 1.2, <a href="https://www.fcusom.com/curriculum/lesson_1_2">https://www.fcusom.com/curriculum/lesson_1_2</a></p> <p>Lesson 1.3, <a href="https://www.fcusom.com/curriculum/lesson_1_3">https://www.fcusom.com/curriculum/lesson_1_3</a></p> <p>Lesson 2.1, <a href="https://www.fcusom.com/curriculum/lesson_2_1">https://www.fcusom.com/curriculum/lesson_2_1</a></p> <p>Lesson 2.2, <a href="https://www.fcusom.com/curriculum/lesson_2_2">https://www.fcusom.com/curriculum/lesson_2_2</a></p> <p>Lesson 2.3, <a href="https://www.fcusom.com/curriculum/lesson_2_3">https://www.fcusom.com/curriculum/lesson_2_3</a></p> |

|   | A                                                                     | B                                                                                               | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | D | E | F | G                                                                                                                             |
|---|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|-------------------------------------------------------------------------------------------------------------------------------|
| 1 | <u>COURSE #5012020</u> <u>HMH Florida's B.E.S.T. Go Math! Grade K</u> |                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |   |   |                                                                                                                               |
| 2 | <u>BID #454</u>                                                       |                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |   |   |                                                                                                                               |
| 3 | <b>Standard Below 3<br/>(if applicable)</b>                           | <b>Special Topic Concern<br/>(If applicable)</b>                                                | <b>Publisher Correction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |   |   |   |                                                                                                                               |
| 4 | n/a                                                                   | The section "supporting all learners" contains references to peoples/cultures/equity in the TE. | Per the reviewer's note, the section Supporting All Learners was the only concern re: Special Topics because it "contains references to people/cultures/equity in the TE." It is important to note that HMH Florida's B.E.S.T. Go Math! complies with the Addendum to Mathematics Instructional Materials Bid Specifications issued by the Florida Department of Education June 9, 2021 and it does not reference or contain Critical Race Theory or Social Emotional Learning objectives in the Supporting All Learners callouts or elsewhere in the books or the digital experience.<br><br>Without additional details or evidence to back the concern, the only explicit Supporting all Learners that refers to "cultures" can be found in Lesson 3.5 Supporting all Learners call-out. Our plan is to remove this call-out from the digital program immediately and from the print Teacher's Edition upon reprint. |   |   |   | Below is a link to a m<br>reprint.<br>Lesson 3.5, Pg. 115B<br><a href="https://hmhco.box.com/s/">https://hmhco.box.com/s/</a> |



|   | H                                                                                                                                                                               | I | J                                                                                                               | K |  |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------------------------------------|---|--|
| 1 |                                                                                                                                                                                 |   | <b>Reviewer Evaluation Scale:</b><br>5- Very Good<br>4- Good<br>3- Fair<br>2- Poor<br>1- Very Poor/No Alignment |   |  |
| 2 |                                                                                                                                                                                 |   |                                                                                                                 |   |  |
| 3 | <a href="#">Link to correction in materials</a>                                                                                                                                 |   |                                                                                                                 |   |  |
| 4 | backup of the call-out we are removing from the digital program immediately and from the print Teacher's Edition upon<br><br><a href="#">tu7tyx12gsc03cgv6akmt8iqh4351xhvr9</a> |   |                                                                                                                 |   |  |

|   | A                                                                                                                                                               | B                                        | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | D | E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | COURSE #1205020_HMH Florida's B.E.S.T. Intro Math Accelerated Grade 6                                                                                           |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 2 | <u>BID 465</u>                                                                                                                                                  |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 3 | Standard Below 3<br>(if applicable)                                                                                                                             | Special Topic Concern<br>(if applicable) | Publisher Correction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 4 | n/a                                                                                                                                                             | n/a                                      | Overall HMH Response: These standards are also found in Grade 6 and 7 of HMH Florida's Best Into Math--both grades which were approved for the adoption list. This program contains the same content as Grade 6 and part of Grade 7.<br><br>While Reviewer 2 scored the content a 5 and stated, "standard is covered completely; all properties are defined and practiced throughout the lesson." Reviewer 1, on the other hand, stated that Clarification 1 (Associative, Commutative, Distributive applied to generating equivalent algebraic expressions) is "not represented".<br><br>HMH Response: In the lesson interleaf for Lesson 8.4 on page 261A, the Associative Property of Addition, Associative Property of Multiplication, Commutative Property of Addition, Commutative Property of Multiplication, and Distributive Property are all listed as review vocabulary. These properties are all defined, with examples, in a table on SE page 262. Additionally, tasks 2 and 3 on pages 262-263 of the SE require students to list the property used in each step of simplifying an expression. On Your Own problems 3, 6, 14, 15, and 19 on pages 264-265, More Practice/Homework problems 6 and 7 on page 267, and Florida Test Prep problem 10 require students to justify their work using properties. |   | Lesson 8.4, p.262<br><a href="https://www.jmhco.com/FL_SE_M08_Numerical/c5cd-11ec-b2c9-4d07eb4">https://www.jmhco.com/FL_SE_M08_Numerical/c5cd-11ec-b2c9-4d07eb4</a>                                                                                                                                                                                                                                                                                                                                                                       |
| 5 | MA.6.AR.1.4<br><br>Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.                                   | n/a                                      | Reviewer 1 stated that this standard was not represented because set notation was not used.<br><br>HMH Response: Set notation is not a requirement of the benchmark, shown in the example, or mentioned in the clarification. Integers are used in the language of the benchmark.<br><br><b>Equations</b> - On page 284, Task 4 parts E and F use substitution for a single value. Check Understanding problems 2-4 on page 284 use substitution for a single value. On Your Own problems 10-15 on page 285 have students substitute multiple values. On Your Own problems 16-17 on page 286 have students substitute multiple values. More Practice/Homework problems 7-10 on page 287 have students substitute for a single value. Page 285 problem 11 is the only one involving rational numbers and not just integers. Lessons 9.2 and 9.3 have students use what they learned in lesson 9.1 to check their solutions to equations.<br><br><b>Inequalities</b> - Lesson 10.1 (pages 322-325 and 327) covers the benchmark for inequalities.                                                                                                                                                                                                                                                                         |   | Lesson 8.4, pp. 283<br><a href="https://www.jmhco.com/FL_SE_M08_Numerical/c5cd-11ec-b2c9-4d07eb4">https://www.jmhco.com/FL_SE_M08_Numerical/c5cd-11ec-b2c9-4d07eb4</a><br><br>Lessons 9.2-9.3, pp. 285-287<br><a href="https://www.jmhco.com/FL_SE_M09_Solve_Problems/11ec-8e6f-ab8d0d29724">https://www.jmhco.com/FL_SE_M09_Solve_Problems/11ec-8e6f-ab8d0d29724</a><br><br>Lesson 10.1, pp. 322-325<br><a href="https://www.jmhco.com/FL_SE_M10_Inequalities/41d7a4ec30a4">https://www.jmhco.com/FL_SE_M10_Inequalities/41d7a4ec30a4</a> |
| 6 | MA.6.AR.2.1<br><br>Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false. | n/a                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|   | F                                                                                                                                                                                                                                                                           | G | H                                                                                                                | I |  |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------------------------------------------------------------------------------------------|---|--|
| 1 |                                                                                                                                                                                                                                                                             |   | <b>Reviewer Evaluation Scale:</b><br>5- Very Good<br>4- Good<br>3- Fair<br>2- Poor<br>1 - Very Poor/No Alignment |   |  |
| 2 |                                                                                                                                                                                                                                                                             |   |                                                                                                                  |   |  |
| 3 | Link to correction in materials                                                                                                                                                                                                                                             |   |                                                                                                                  |   |  |
| 4 | n/a                                                                                                                                                                                                                                                                         |   |                                                                                                                  |   |  |
| 5 | <a href="#">content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_and_Algebraic_Expressions.pdf?custom_correlation_id=c8f353be-0d587</a>                                                                                                                            |   |                                                                                                                  |   |  |
| 6 | <a href="#">p-304/content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_plems_Using_Equations.pdf?custom_correlation_id=d78185db-c5cd-25_327/content/math/intro_math_fl/g6_7/student/pdf/ACC6_IntroMath_EN_s.pdf?custom_correlation_id=ea1f73e6-c5cd-11ec-95a8-</a> |   |                                                                                                                  |   |  |

|    | A                                                                                                                                                                                                                            | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | E                                                                                                                                                                                         |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7  | <p>MA.6.AR.2.2</p> <p>Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.</p>                         | n/a | <p>Reviewer 2 rated the content highly with a 5 and commented "I love how this standard is spread out through multiple lessons and various strategies are used." Reviewer 1, on the other hand, stated that bar diagrams are not used.</p> <p>HMH Response: Bar diagrams are not mentioned in the benchmark or clarifications. Manipulatives listed in the clarifications are used. Please see examples below.</p> <p>Algebra Tiles in Task 3 on page 283, On Your Own problems on page 286, More Practice/Homework problems on pages 287-288, Task 2 on page 291</p> <p>Balances in Tasks 1 and 2 on page 282, Task 1 on page 290, On Your Own on page 293-294, More Practice Homework page 295;</p> <p>Base-ten blocks in Spark Your Learning on page 289</p> <p>drawings - Spark Your Learning on page 281, Task 2 on page 291, More Practice/Homework page 295</p> <p>number lines - Spark Your Learning on page 289</p> <p>inverse operations - Used throughout lessons 9.2 (pages 289-295), 9.4 (pages 305-310), and 9.5 (pages 311-316)</p> | <p>Lesson 9.3 p. 297 bar<br/>Lesson 9.1 pp. 286, 287<br/>Lesson 9.2 p. 292 balance</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Lesson 9.3 p. 297 Bar<br/>Lesson 9.1 pp. 286, 287<br/>Lesson 9.2 p. 292 balance</p>                                                                                                    |
| 8  | <p>MA.6.AR.2.3</p> <p>Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.</p>                      | n/a | <p>Reviewer 1 stated that bar diagrams are not used.</p> <p>HMH Response: Bar diagrams are not mentioned in the benchmark or clarifications. Manipulatives listed in the clarifications are used. A bar diagram is used in the Spark Your Learning solution on page 297. Please see examples below.</p> <p>Algebra Tiles in Task 3 on page 283, On Your Own problems on page 286, More Practice/Homework problems on pages 287-288; Task 1 on page 298</p> <p>Balances in Tasks 1 and 2 on page 282</p> <p>drawings - Spark Your Learning on page 281</p> <p>number lines - Students graph their solution on a number line in Task 4 and Check Understanding problems 1-2 on page 300, On Your Own problems on page 301, and More Practice/Homework problem on page 303</p> <p>inverse operations - Used throughout lessons 9.3 (pages 297-304), 9.4 (pages 305-310), and 9.5 (pages 311-316)</p>                                                                                                                                                  | <p>Reviewer 1 stated that terms and solutions are not limited to positive rational numbers.</p> <p>HMH Response: Integers are acceptable in MA.6.AR.2.2 and MA.6.AR.2.3, so they are included in our content for MA.6.AR.2.4 as well even though the negative integers are not positive rational numbers. Problem 21 on page 294 does have a solution that is a negative decimal, but that is the only one in the lessons correlated to benchmark MA.6.AR.2.4.</p> <p>There are problems with fractions and decimals within each lesson. The benchmark has no requirement about a balance of fractions and decimals.</p> | <p>Lesson 9.2-9.4, pp. 286-288<br/><a href="https://www.jnhico.com/FL_SE_M09_Solve_Problem_21">https://www.jnhico.com/FL_SE_M09_Solve_Problem_21</a><br/>Lesson 9.2 p. 292 balance</p>    |
| 9  | <p>MA.6.AR.2.4</p> <p>Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.</p>                                           | n/a | <p>Reviewer 1 stated that terms and solutions are not limited to positive rational numbers.</p> <p>HMH Response: Integers are acceptable in MA.6.AR.2.2 and MA.6.AR.2.3, so they are included in our content for MA.6.AR.2.4 as well even though the negative integers are not positive rational numbers. Problem 21 on page 294 does have a solution that is a negative decimal, but that is the only one in the lessons correlated to benchmark MA.6.AR.2.4.</p> <p>There are problems with fractions and decimals within each lesson. The benchmark has no requirement about a balance of fractions and decimals.</p>                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Lesson 9.2-9.4, pp. 286-288<br/><a href="https://www.jnhico.com/FL_SE_M09_Solve_Problem_21">https://www.jnhico.com/FL_SE_M09_Solve_Problem_21</a><br/>Lesson 9.2 p. 292 balance</p>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Lessons 9.2-9.4, pp. 286-288<br/><a href="https://www.jnhico.com/FL_SE_M09_Solve_Problem_21">https://www.jnhico.com/FL_SE_M09_Solve_Problem_21</a><br/>Lesson 9.2 p. 292 balance</p>   |
| 10 | <p>MA.6.AR.3.3</p> <p>Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.</p> | n/a | <p>Reviewer 2 stated that "lessons could have more practice with creating tables."</p> <p>HMH Response: Students complete tables in Check Understanding problem 1 on page 362, four problems in On Your Own on pages 363-364, and three problems in More Practice/Homework on page 365.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Lesson 11.2, pp. 363-364<br/><a href="https://www.jnhico.com/FL_SE_M11_Ratio_and_Problem_1">https://www.jnhico.com/FL_SE_M11_Ratio_and_Problem_1</a><br/>Lesson 9.2 p. 292 balance</p>                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Lesson 11.2, pp. 363-364<br/><a href="https://www.jnhico.com/FL_SE_M11_Ratio_and_Problem_1">https://www.jnhico.com/FL_SE_M11_Ratio_and_Problem_1</a><br/>Lesson 9.2 p. 292 balance</p> |
| 11 | <p>MA.6.DP.1.2</p> <p>Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.</p>                                                                                           | n/a | <p>Reviewer 1 stated that "range is missing."</p> <p>HMH Response: Range is covered in lesson 19.3 (pages 637-642)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Lesson 19.3, pp. 637-642<br/><a href="https://www.jnhico.com/FL_SE_M19_Variability">https://www.jnhico.com/FL_SE_M19_Variability</a><br/>Lesson 9.2 p. 292 balance</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Lesson 19.3, pp. 637-642<br/><a href="https://www.jnhico.com/FL_SE_M19_Variability">https://www.jnhico.com/FL_SE_M19_Variability</a><br/>Lesson 9.2 p. 292 balance</p>                 |



|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | D                                                                                                                                                                                                                                                                                                                              | E |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 12 | <p>MA.6.DP.1.3<br/>Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.</p> <p>MA.6.DP.1.4<br/>Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.</p> | n/a | <p>Reviewer 1 stated that "instruction does not include vertical representation of box plot." Instruction includes horizontal representation of box plots.</p> <p>HMH Response: Vertical box plots are not mentioned anywhere in the benchmark, example, or clarification. We fully cover the benchmark and clarification in lessons 19.2 (pages 629-636) and 19.4 (pages 643-648).</p> <p>Reviewer 1 stated that "instruction limited to skewed description . . . and does not focus on describing data as Normal or Bimodal."</p> <p>HMH Response: Instruction does not focus on describing data as Normal or Bimodal. The benchmark does not mention Bimodal or Normal. The clarification (Appendix C) does not contain Bimodal or Normal in the glossary. We fully cover the benchmark in lessons 19.1 (pages 621-628) and 19.4 (pages 643-648).</p>                                                                                                                                                      | <p>Lesson 19.1, pp. 621-628<br/><a href="https://www.jmhco.com/FL_SE_M19_Variability11ec-9255-675fd21d9f1">https://www.jmhco.com/FL_SE_M19_Variability11ec-9255-675fd21d9f1</a></p>                                                                                                                                            |   |
| 13 | <p>MA.6.NSO.1.3<br/>Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.</p>                                                                                                                                                                                                                                                                                        | n/a | <p>Reviewer 2 stated that "lessons needs various number lines . . . and more practice with absolute value of rational numbers."</p> <p>HMH Response: Lesson 1.3 contains three horizontal number lines (pages 19, 20, and 21) and two vertical number lines (pages 20 and 22). Students explicitly find the absolute value of a number eight times in the tasks on pages 20 and 21 and eight practice problems on pages 22 and 23. Students must find absolute value in the process of solving other problems in the tasks and practice problems. The benchmark and clarifications are fully covered in lesson 1.3.</p>                                                                                                                                                                                                                                                                                                                                                                                       | <p>Lesson 1.3, pp.19-24<br/><a href="https://www.jmhco.com/FL_SE_M01_Rational_8e6f-039c-40bar052">https://www.jmhco.com/FL_SE_M01_Rational_8e6f-039c-40bar052</a></p>                                                                                                                                                          |   |
| 14 | <p>MA.6.NSO.2.2<br/>Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.</p>                                                                                                                                                                                                                                                                        | n/a | <p>Reviewer 1 stated that "instruction was limited to multiplication, no division."</p> <p>HMH Response: Fraction multiplication is covered in Module 2, lessons 2.1-2.3. Fraction division is covered in Module 3, lessons 3.1-3.3. Lesson 3.4 allows students to practice a mixture of multiplication and division of fractions. Modules 2 and 3 fully cover the benchmark and clarification. (Screenshots of TOC for Modules 2 and 3 provided.)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Lessons 2.1-2.3, pp. 43-48<br/><a href="https://www.jmhco.com/FL_SE_M02_Fraction_9f3b4a237db7">https://www.jmhco.com/FL_SE_M02_Fraction_9f3b4a237db7</a></p> <p>Lessons 3.1-3.4, pp.67-74<br/><a href="https://www.jmhco.com/FL_SE_M03_Fraction_33fe954f0ade">https://www.jmhco.com/FL_SE_M03_Fraction_33fe954f0ade</a></p> |   |
| 15 | <p>MA.6.NSO.3.2<br/>Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.</p>                                                                                                                                                                                                                                                                                                                                | n/a | <p>While Reviewer 2 rated us a 4 and he noted "benchmark is covered with GCF"; Reviewer 1 stated that the benchmark was not met, with no specific evidence.</p> <p>HMH Response: Lesson 1.4 Task 2 on page 26 covers GCF and reminds students of the Distributive Property. The end of Task 2 has students re-write <math>24 + 16</math> as <math>8(3) + 8(2) = 8(3 + 2)</math>. This is also practiced in problems on pages 31-32. The benchmark and clarification are fully covered in lesson 1.4.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Lesson 1.4, p.25-32<br/><a href="https://www.jmhco.com/FL_SE_M01_Rational_8e6f-039c-40bar052">https://www.jmhco.com/FL_SE_M01_Rational_8e6f-039c-40bar052</a></p>                                                                                                                                                           |   |
| 16 | <p>MA.7.AR.1.2<br/>Determine whether two linear expressions are equivalent.</p>                                                                                                                                                                                                                                                                                                                                                                                                              | n/a | <p>Reviewer 2 stated that lessons "need more practice with fraction coefficients".</p> <p>HMH Response: This benchmark is covered in Lessons 8.4 and 8.5. Most of the use of rational coefficients is used in Lesson 8.5, when students are more familiar and confident in working with linear expressions.</p> <p>Lesson 8.4: Rational coefficients are used in Task 2 on page 262 (1 fractional), Check Understanding problem 2 on page 263, On Your Own problems 12, 16, 24, and 28 on pages 264-266 (3 fractional), and More Practice/Homework problem 8 (fractional) on page 267.</p> <p>Lesson 8.5: Rational coefficients are used in Task 1 on page 269 (fractional), Task 2 on page 270, Check Understanding problem 4 (fractional) on page 271, On Your Own problems 5, 10, 13, 16, 17, 18, 19, 20, 23, 26, and 30 on pages 272-274 (7 fractional), More Practice/Homework problems 1, 6, and 8 on page 275 (2 fractional), and Florida Test Prep problems 12 and 13 on page 276 (1 fractional).</p> | <p>Lessons 8.4 and 8.5, pp.<br/><a href="https://www.jmhco.com/FL_SE_M08_Numerical_c5cd-11ec-b2c9-4d07e64">https://www.jmhco.com/FL_SE_M08_Numerical_c5cd-11ec-b2c9-4d07e64</a></p>                                                                                                                                            |   |
| 17 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                |   |

|    | A                                                                                                                                                                                        | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | E |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 18 | <p>MA.7.DP.2.4</p> <p>Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.</p>                                      | n/a | <p>Reviewer 1 states the "instruction partially meets benchmark", but does not provide evidence.</p> <p>HMH Response: This benchmark and the clarifications are fully covered in lesson 21.2. Benchmark: Lesson 21.2 Task 3 on page 702, On Your Own problems 4 and 11 on pages 703-704, More Practice/Homework problem 5 on page 705, and Florida Test Prep problem 9 on page 706 have students conduct an experiment and compare experimental and theoretical probabilities.</p> <p>Clarification 1: Fractions, decimals, and percentages are used throughout lesson 21.1, with several instances, like Task 2 Part E on page 701, where students must write there answer in all three forms.</p> <p>Clarification 2: Task 3 Part C page 702, On Your Own problem 4 page 703, and More Practice/Homework problem 5 on page 705</p> <p>Clarification 3: Coins, die (called a number cube), cards (non-standard deck page 703), marbles, and spinners are all used in lesson 21.2.</p> | <p>Lesson 21.2, pp. 699-706<br/> <a href="https://www.jmhco.com/FL_SE_M21_Probability193f214c8caa">https://www.jmhco.com/FL_SE_M21_Probability193f214c8caa</a></p>                                                                                                                                                                                                                                                                                                                                                             |   |
| 19 | <p>MA.7.NSO.2.1</p> <p>Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.</p> | n/a | <p>Reviewer 1 states that "instruction does not include whole-number exponents."</p> <p>HMH Response: This benchmark and clarification are fully covered, not including exponents, in Lessons 6.4 and 6.6. Exponents are taught in Lesson 7.1. Whole-number exponents, in the context of using order of operations, appear in Lesson 8.1 on pages 239-244.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Lesson 6.4, pp.191-198<br/> <a href="https://www.jmhco.com/FL_SE_M06_Fluency_W11ec-8810-c1b44a02086">https://www.jmhco.com/FL_SE_M06_Fluency_W11ec-8810-c1b44a02086</a></p> <p>Lesson 7.1, pp. 217-222<br/> <a href="https://www.jmhco.com/FL_SE_M07_Numerical2bb966416fd7">https://www.jmhco.com/FL_SE_M07_Numerical2bb966416fd7</a></p> <p>Lesson 8.1, pp. 237-244<br/> <a href="https://www.jmhco.com/FL_SE_M08_Numericalc5cd-11ec-b2c9-4d07eb4">https://www.jmhco.com/FL_SE_M08_Numericalc5cd-11ec-b2c9-4d07eb4</a></p> |   |

|   | A                                                          | B                                                        | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | D                                                                                                                                                                                                                                                                                   | E | F | G | H | I |
|---|------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1 | Young, PreCalculus<br>Course: Pre-Calculus Honors #1202340 |                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                     |   |   |   |   |   |
| 2 | BID 470                                                    |                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                     |   |   |   |   |   |
| 3 | Standard Below 3<br>(if applicable)                        | Special Topic Concern<br>(if applicable)                 | Publisher Correction                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Link to correction in materials                                                                                                                                                                                                                                                     |   |   |   |   |   |
| 4 | N/A                                                        | Lack of citation in word problem related to fossil fuels | <p>Per the reviewer's note, "Section 1.2 #91-92 shows chart: global Carbon Emissions from Fossil Fuel Burning. Both say there is climate change but data doesn't show how burning fossil fuels relates to climate change and global warming. No source for data."</p> <p>Our plan is to remove the chart in question, as well as the two word problems associated with it. This will be removed from the digital program immediately and from the print version upon reprint.</p> | <p>Below is a link to a markup of the call-out we are removing from the digital program immediately and from the print version upon reprint.</p> <p><a href="https://hnhco.box.com/s/rhzraverh6fowwq1kq8versv3hcg15">https://hnhco.box.com/s/rhzraverh6fowwq1kq8versv3hcg15</a></p> |   |   |   |   |   |
| 5 |                                                            |                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                     |   |   |   |   |   |
| 6 |                                                            |                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                     |   |   |   |   |   |
| 7 |                                                            |                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                     |   |   |   |   |   |
| 8 |                                                            |                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                     |   |   |   |   |   |



|   | J | K                                                                                                        |
|---|---|----------------------------------------------------------------------------------------------------------|
|   |   | Reviewer Evaluation Scale:<br>5- Very Good<br>4- Good<br>3- Fair<br>2- Poor<br>1- Very Poor/No Alignment |
| 1 |   |                                                                                                          |
| 2 |   |                                                                                                          |
| 3 |   |                                                                                                          |
| 4 |   |                                                                                                          |
| 5 |   |                                                                                                          |
| 6 |   |                                                                                                          |
| 7 |   |                                                                                                          |
| 8 |   |                                                                                                          |

|   | A                                                                                                                               | B                                                         | C                                                                                                                                                                                                                                                    | D                               | E | F | G | H | I |
|---|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|---|---|---|---|---|
| 1 | <p style="text-align: center;">Connally, Functions Modeling Change, Sixth Edition<br/> Course: Pre-Calculus Honors #1202340</p> |                                                           |                                                                                                                                                                                                                                                      |                                 |   |   |   |   |   |
| 2 | <p>BID 471</p>                                                                                                                  |                                                           |                                                                                                                                                                                                                                                      |                                 |   |   |   |   |   |
| 3 | Standard Below 3<br>(if applicable)                                                                                             | Special Topic Concern<br>(if applicable)                  | Publisher Correction                                                                                                                                                                                                                                 | Link to correction in materials |   |   |   |   |   |
| 4 | N/A                                                                                                                             | Reviewer/DOE did not provide publisher with any examples. | No reviewer comments were sent to HMH regarding Special Topics in this program and FL standards score is 4.2. We have reviewed the program in question and do not believe there to be Special Topics, as outlined by state, included in the program. | n/a                             |   |   |   |   |   |
| 5 |                                                                                                                                 |                                                           |                                                                                                                                                                                                                                                      |                                 |   |   |   |   |   |
| 6 |                                                                                                                                 |                                                           |                                                                                                                                                                                                                                                      |                                 |   |   |   |   |   |
| 7 |                                                                                                                                 |                                                           |                                                                                                                                                                                                                                                      |                                 |   |   |   |   |   |
| 8 |                                                                                                                                 |                                                           |                                                                                                                                                                                                                                                      |                                 |   |   |   |   |   |



|   | J                                                                                                        | K |
|---|----------------------------------------------------------------------------------------------------------|---|
|   | Reviewer Evaluation Score:<br>5- Very Good<br>4- Good<br>3- Fair<br>2- Poor<br>1- Very Poor/No Alignment |   |
| 1 |                                                                                                          |   |
| 2 |                                                                                                          |   |
| 3 |                                                                                                          |   |
| 4 |                                                                                                          |   |
| 5 |                                                                                                          |   |
| 6 |                                                                                                          |   |
| 7 |                                                                                                          |   |
| 8 |                                                                                                          |   |

**From:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>  
**Sent:** Monday, May 09, 2022 4:40 PM EDT  
**To:** Jacobson, Lisa; Baumbach, Amber  
**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; Drew Parker  
**Subject:** RE: HMM initial appeal call  
**Attachment(s):** "image001.jpg", "image002.png", "image003.png", "image004.jpg", "image005.png"

Hi Amber,

Our submission to DOE included .pdfs of the changes we intended to make to address the issues related to inclusion of special topics. We believed that we would hear from DOE first, and then we would make the changes. If DOE desires for us to make the changes first, please let us know, and we will immediately make the changes on our digital content platform. Just let us know.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Jacobson, Lisa <Lisa.Jacobson@hnhco.com>  
**Sent:** Monday, May 9, 2022 3:41 PM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>  
**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>  
**Subject:** RE: HMM initial appeal call

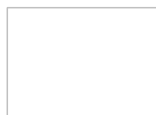
Hi Amber, thank you for reaching out. We will look into this and respond shortly.

Best,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
hnhco.com



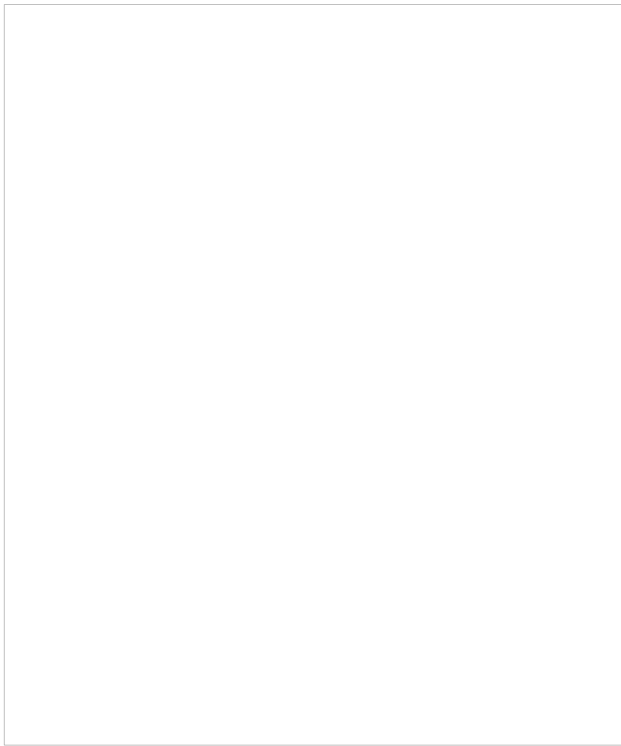
---

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**Sent:** Monday, May 9, 2022 3:40 PM  
**To:** Jacobson, Lisa <Lisa.Jacobson@hnhco.com>; Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>  
**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>  
**Subject:** RE: HMM initial appeal call

**This message originated from outside your organization**

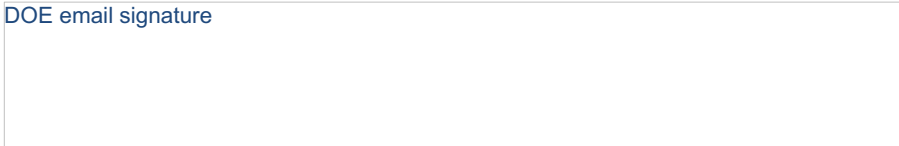
Hi Lisa,

I'm looking at the special topics concerns that reviewers have noted. I see on the link on the spreadsheet that these sections have been marked up for removal. However, when I look at the section on your digital platform, the section marked for removal is still there. Do you know when these will be removed from your digital platform?  
For example, for Kindergarten, this is what I see in the materials (the green box is marked for removal on the spreadsheet):



Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature



---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Thursday, April 28, 2022 9:52 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radevlaw.com](mailto:dparker@radevlaw.com)>  
**Subject:** RE: HMH initial appeal call

Dear Lauren,

Thank you for providing us with appeal template. On behalf of HMH, I am sending you the completed Appeal files for the following:

HMH Florida's B.E.S.T. Go Math! Grade K  
HMH Florida's B.E.S.T. Go Math! Grade 1  
HMH Florida's B.E.S.T. Go Math! Grade 2  
HMH Florida's B.E.S.T. Go Math! Grade 5  
HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**

<https://www.hnhco.com/ui/login/?connection=91005680>

**State:** EVALUATOR

**District:** FL K-12 Math Review-91005680

**Teacher Username:** FL-DemoTeacher1

**Teacher Password:** TheBEST1!



Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Tuesday, April 26, 2022 12:01 PM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelina.Rivers1@fldoe.org](mailto:Angelina.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

**This message originated from outside your organization**

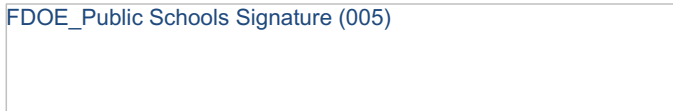
Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)



---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, April 25, 2022 9:53 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelina.Rivers1@fldoe.org](mailto:Angelina.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** HMH initial appeal call

This message originated from outside your organization

---

Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**

<https://meet.goto.com/547145269>

**You can also dial in using your phone.**

United States (Toll Free): [1 877 309 2073](tel:18773092073)

United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 547-145-269

**Join from a video-conferencing room or system.**

Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](http://inroomlink.goto.com)

Meeting ID: 547 145 269

Or dial directly: [547145269@67.217.95.2](tel:547145269@67.217.95.2) or [67.217.95.2##547145269](tel:67.217.95.2##547145269)

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

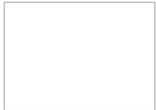
DOE email signature

**From:** Jacobson, Lisa <Lisa.Jacobson@hnhco.com>  
**Sent:** Thursday, May 12, 2022 10:34 AM EDT  
**To:** Baumbach, Amber; Taylor, Lataviance L  
**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; Drew Parker  
**Subject:** RE: HMH initial appeal call  
**Attachment(s):** "image002.jpg", "image003.png", "image004.jpg", "image005.png", "image006.jpg", "image007.png"  
Thank you Amber, I'll forward this information to our team.

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
hnhco.com



---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Sent:** Thursday, May 12, 2022 10:32 AM  
**To:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>  
**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>  
**Subject:** RE: HMH initial appeal call

**This message originated from outside your organization**

Hi all,

Content specialists have reviewed your submissions and we've scheduled a call for this afternoon at 1:00 PM to discuss. Please note that we are only addressing standards in grade 1 and grade 5. Standards for grade 6 accelerated have been fully approved. I've attached the spreadsheet with the most recent comments. Anything marked in green is approved and no further action is needed. Anything marked in red needs further discussion/edits.

Please see below for the link to the meeting invite.

HMH - Appeal call  
Thu, May 12, 2022 1:00 PM - 1:30 PM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**

<https://meet.goto.com/305173301>

**You can also dial in using your phone.**

United States (Toll Free): [1 877 309 2073](tel:18773092073)

United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 305-173-301

**Join from a video-conferencing room or system.**

Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](https://inroomlink.goto.com)

Meeting ID: 305 173 301

Or dial directly: [305173301@67.217.95.2](tel:305173301@67217952) or [67.217.95.2##305173301](tel:67217952##305173301)

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>

**Sent:** Tuesday, May 10, 2022 3:47 PM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMM initial appeal call

Amber - Thank you. I will advise the team.

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Sent:** Tuesday, May 10, 2022 3:42 PM

**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMM initial appeal call

**This message originated from outside your organization**

---

Hi Tavi,

Please make the changes in your digital platform. Once we can see that they've been made we can seek leadership approval.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>

**Sent:** Monday, May 9, 2022 4:41 PM

**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

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Our submission to DOE included .pdfs of the changes we intended to make to address the issues related to inclusion of special topics. We believed that we would hear from DOE first, and then we would make the changes. If DOE desires for us to make the changes first, please let us know, and we will immediately make the changes on our digital content platform. Just let us know.

Thanks,  
Tavi

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9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Monday, May 9, 2022 3:41 PM  
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**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMM initial appeal call

Hi Amber, thank you for reaching out. We will look into this and respond shortly.

Best,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



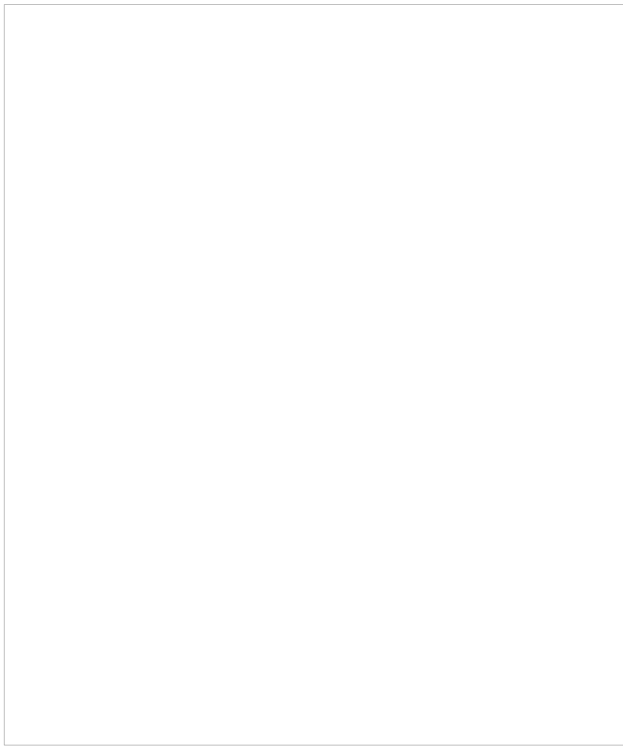
---

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**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
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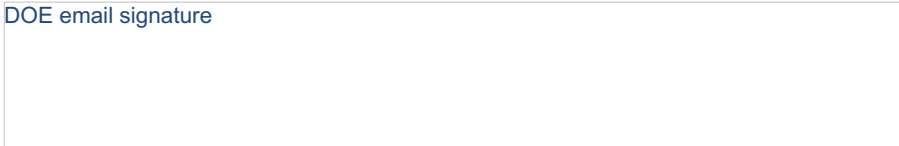
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Thank you,

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Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature



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**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Thursday, April 28, 2022 9:52 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radevlaw.com](mailto:dparker@radevlaw.com)>  
**Subject:** RE: HMH initial appeal call

Dear Lauren,

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HMH Florida's B.E.S.T. Go Math! Grade 1  
HMH Florida's B.E.S.T. Go Math! Grade 2  
HMH Florida's B.E.S.T. Go Math! Grade 5  
HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**

<https://www.hnhco.com/ui/login/?connection=91005680>

**State:** EVALUATOR

**District:** FL K-12 Math Review-91005680

**Teacher Username:** FL-DemoTeacher1

**Teacher Password:** TheBEST1!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)



---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Tuesday, April 26, 2022 12:01 PM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

**This message originated from outside your organization**

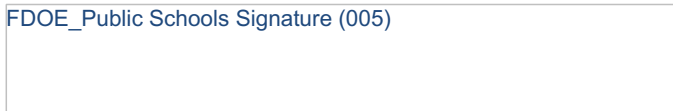
Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)



---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, April 25, 2022 9:53 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** HMH initial appeal call

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---

Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**  
<https://meet.goto.com/547145269>

**You can also dial in using your phone.**  
United States (Toll Free): [1 877 309 2073](tel:18773092073)  
United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 547-145-269

**Join from a video-conferencing room or system.**  
Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](http://inroomlink.goto.com)  
Meeting ID: 547 145 269  
Or dial directly: [547145269@67.217.95.2](tel:547145269@67217952) or [67.217.95.2###547145269](tel:67217952###547145269)

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature



**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>  
**Sent:** Wednesday, May 04, 2022 11:45 AM EDT  
**To:** Taylor, Lataviance L; Hamilton, Lauren; Jacobson, Lisa  
**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; Drew Parker; Duncan, Patricia; Starling, Courtney; Harvey, Ashley  
**Subject:** RE: HMM initial appeal call  
**Attachment(s):** "image001.png", "image002.png", "image003.jpg"

Yes, please feel free to forward the meeting invite to whomever you wish to be there.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Taylor, Lataviance L <Lataviance.Taylor@hnhco.com>  
**Sent:** Wednesday, May 4, 2022 11:43 AM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Jacobson, Lisa <Lisa.Jacobson@hnhco.com>  
**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Drew Parker <dparker@radeylaw.com>; Duncan, Patricia <Patricia.Duncan@fldoe.org>; Starling, Courtney <Courtney.Starling@fldoe.org>; Harvey, Ashley <Ashley.Harvey@fldoe.org>  
**Subject:** RE: HMM initial appeal call

Amber - Great, thank you so much. I just want to verify the call for next steps is still for our contacts, correct?

Thanks,  
Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Wednesday, May 4, 2022 11:27 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>; Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>; Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>; Harvey, Ashley <[Ashley.Harvey@fldoe.org](mailto:Ashley.Harvey@fldoe.org)>  
**Subject:** RE: HMM initial appeal call

This message originated from outside your organization

Hi Tavi,

I was just working on that J  
I've scheduled a meeting to discuss the next steps with our math content specialists on Friday at 1:00 pm. Please see the link to the meeting below.

Thanks!

HMM - Appeal  
Fri, May 6, 2022 1:00 PM - 1:30 PM (EDT)

Please join my meeting from your computer, tablet or smartphone.

<https://meet.goto.com/440187477>

**You can also dial in using your phone.**

United States (Toll Free): 1 [866 899 4679](tel:8668994679)

United States: +1 (571) 317-3116

**Access Code:** 440-187-477

**Join from a video-conferencing room or system.**

Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](https://inroomlink.goto.com)

Meeting ID: 440 187 477

Or dial directly: [440187477@67.217.95.2](tel:44018747767217952) or [67.217.95.2##440187477](tel:67217952440187477)

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>

**Sent:** Wednesday, May 4, 2022 11:16 AM

**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

Good morning Lauren - Could you please provide a status/ETA of HMH's appeal?

Thanks,

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>

**Sent:** Friday, April 29, 2022 7:34 AM

**To:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>

**Subject:** RE: HMH initial appeal call

**This message originated from outside your organization**

Thanks, Lisa. We will send all documents for review and reach out with next steps soon.

Please let me know if there's anything we can do to assist.

Thanks,

Lauren

Lauren Hamilton  
Instructional Materials Specialist

Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>  
**Sent:** Thursday, April 28, 2022 9:52 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Dear Lauren,  
Thank you for providing us with appeal template. On behalf of HMH, I am sending you the completed Appeal files for the following:

HMH Florida's B.E.S.T. Go Math! Grade K  
HMH Florida's B.E.S.T. Go Math! Grade 1  
HMH Florida's B.E.S.T. Go Math! Grade 2  
HMH Florida's B.E.S.T. Go Math! Grade 5  
HMH Florida's B.E.S.T. Into Math Accelerated Grade 6

Please note that within our documents, there are links to our platform or to a Box folder to demonstrate proof of change or proof of evidence within the content. Please be sure that your team is logged into our Ed platform in order to view the linked material. Below is our generic log-in credentials for your convenience.

**FL Evaluator Account:**

<https://www.hnhco.com/ui/login/?connection=91005680>

**State:** EVALUATOR

**District:** FL K-12 Math Review-91005680

**Teacher Username:** FL-DemoTeacher1

**Teacher Password:** TheBEST!!

Thank you for your consideration, and please let me know if you require any further information.

With thanks and best wishes,  
Lisa

---

**Lisa Jacobson**  
Sr. Director, Bids and Contracts

**Houghton Mifflin Harcourt**  
125 High Street  
Boston, MA 02110  
Office: 617.351.5415  
[lisa.jacobson@hnhco.com](mailto:lisa.jacobson@hnhco.com)  
[hnhco.com](http://hnhco.com)

---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Tuesday, April 26, 2022 12:01 PM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

This message originated from outside your organization

Hello everyone,

Thank you for speaking with us this morning. Please see the attached appeal template.

Please let me know if you have any questions or concerns along the way,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Sent:** Monday, April 25, 2022 9:53 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** RE: HMH initial appeal call

Thank you Amber I will send this over the our contacts. We look forward to meeting with the FLDOE.

Tavi

---

**Lataviance Taylor**  
Lead, Bids & Contracts Specialist  
Business Desk, South Area

**Houghton Mifflin Harcourt**  
9400 Southpark Center Loop  
Orlando, FL 32819  
Office: 407.345.2352  
Fax: 407.352.1318  
[hnhco.com](http://hnhco.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:50 AM  
**To:** Taylor, Lataviance L <[Lataviance.Taylor@hnhco.com](mailto:Lataviance.Taylor@hnhco.com)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Jacobson, Lisa <[Lisa.Jacobson@hnhco.com](mailto:Lisa.Jacobson@hnhco.com)>; Drew Parker <[dparker@radeylaw.com](mailto:dparker@radeylaw.com)>  
**Subject:** HMH initial appeal call

**This message originated from outside your organization**

Hi Tavi,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 11:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time HMH has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

HMH - appeal  
Tue, Apr 26, 2022 11:00 AM - 11:30 AM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**  
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United States: [+1 \(646\) 749-3129](tel:+16467493129)

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Meeting ID: 547 145 269

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

[DOE email signature](#)

**Sent:** Friday, April 22, 2022 1:17 PM EDT  
**To:** Richmond; James  
**CC:** Seeds, Cathy; Baumbach, Amber  
**Subject:** RE: IM Appeals-Tracking  
**Attachment(s):** "Tracking Spreadsheet.xlsx","image001.png"

Updated spreadsheet with Big Ideas and Math Nation's official appeals.

We currently have six appeals. Amber is scheduling the initial calls for Monday. J

Thanks!

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Hamilton, Lauren  
**Sent:** Friday, April 22, 2022 10:51 AM  
**To:** Richmond, James <James.Richmond@fldoe.org>  
**Cc:** Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Subject:** IM Appeals-Tracking

Hi Jim,

I have attached the tracking spreadsheet for appeals. Any issues with special topics are pasted on each publishers tab. All standards alignment issues are separate pdf's with reviewer evaluations.

Let me know if you need anything else!

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

|    | A                         | B                             | C            | D         |
|----|---------------------------|-------------------------------|--------------|-----------|
|    | Non-Adopted Publishers    |                               |              |           |
| 1  |                           |                               |              |           |
| 2  | Publisher                 | Contact Name:                 | Inquiry(Y/N) | Date      |
| 3  | Accelerate Learning       | dbauer@acceleratelearning.com | Y            | 4/18/2022 |
| 4  | Agile Mind                | tullismark@gmail.com          | Y            | 4/19/2022 |
| 5  | Bedford, Freeman, & Worth | kara.miller@macmillan.com     | Y            | 4/18/2022 |
| 6  | Big Ideas Learning        | klatch@larsonontexts.com      | Y            | 4/18/2022 |
| 7  | Carnegie Learning         | rpait@carnegielearning.com    | N            |           |
| 8  | Cengage Learning          | Bev.Jones@cengage.com         | Y            | 4/19/2022 |
| 9  | EdGems                    | dori@edgems.com               |              |           |
| 10 | Houghton Mifflin Harcourt | Lataviance.Taylor@hmhco.com   | Y            | 4/18/2022 |
| 11 | Link-Systems              | obergeton@link-systems.com    | Y            | 4/18/2022 |
| 12 | Math Nation               | ashley@mathnation.com         | Y            | 4/18/2022 |
| 13 | McGraw Hill               | Kim.Harvey@mheducation.com    |              |           |
| 14 | Savvas                    | rachel.scanga@savvas.com      | Y            | 4/18/2022 |

|    | E                     | F         | G                                | H                            |
|----|-----------------------|-----------|----------------------------------|------------------------------|
| 1  |                       |           |                                  |                              |
| 2  | Official Appeal (Y/N) | Date2     | Note                             | Response                     |
| 3  |                       |           |                                  | Sent Evals 4/21              |
| 4  | Y                     | 4/21/2022 | Emailed official appeal letter   | Sent Evals 4/21              |
| 5  | Y                     | 4/21/2022 | Mailed/mailed official appeal    | Sent Evals 4/21              |
| 6  | Y                     | 4/22/2022 | Emailed official appeal letter   | Sent Evals 4/21              |
| 7  |                       |           | Spoke with Muffer/publisher      | **No request made as of 4/21 |
| 8  |                       |           |                                  | Sent Evals 4/21              |
| 9  | Y                     | 4/19/2022 | Mailed in official appeal letter | Sent Evals 4/21              |
| 10 |                       |           |                                  | Sent Evals 4/20              |
| 11 |                       |           |                                  | Sent Evals 4/21              |
| 12 | Y                     | 4/22/2022 | Emailed official appeal letter   |                              |
| 13 | Y                     | 4/18/2022 | Emailed official appeal letter   | Sent Evals 4/21              |
| 14 |                       |           |                                  | Sent Evals 4/21              |



| A<br>Bid # | B<br>Course                                                                                                                                       | C<br>Title                                                                          | D<br>Special Topics (Y/N) | E<br>Subject-Specific Standards Score |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------|---------------------------------------|
| 1          |                                                                                                                                                   |                                                                                     |                           |                                       |
| 2          | 329] Grade 4 Accelerated (Special Topics)                                                                                                         | STEMscopes Florida Math                                                             | Special Topics (Y/N)      | 4                                     |
| 3          | 331] Foundational Skills in Mathematics 3-5 (Special Topics)                                                                                      | STEMscopes Florida Math                                                             |                           | 4                                     |
| 4          |                                                                                                                                                   |                                                                                     |                           |                                       |
| 5          |                                                                                                                                                   |                                                                                     |                           |                                       |
| 6          |                                                                                                                                                   |                                                                                     |                           |                                       |
| 7          |                                                                                                                                                   |                                                                                     |                           |                                       |
| 8          |                                                                                                                                                   |                                                                                     |                           |                                       |
| 9          |                                                                                                                                                   |                                                                                     |                           |                                       |
| 10         | Special Topic Evidence                                                                                                                            |                                                                                     |                           |                                       |
| 11         | Bid 329-Grade 4 Accelerated                                                                                                                       |                                                                                     |                           |                                       |
| 12         | Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?<br>3 - Fair Alignment | mentions Culturally responsive teaching but not CRT                                 |                           |                                       |
| 13         | Bid 331-Foundational Skills in Mathematics 3-5                                                                                                    |                                                                                     |                           |                                       |
| 14         | Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?<br>3 - Fair Alignment | culturally responsive teaching is mentioned but not related to critical race theory |                           |                                       |

|    | F                               | G                              | H            | I                                  |
|----|---------------------------------|--------------------------------|--------------|------------------------------------|
|    | Emailed Dept regarding Appeals: | Evaluations and Breakdown Sent | Appeal Filed | What Needs to be Discussed at Call |
| 1  |                                 |                                |              |                                    |
| 2  | Y                               |                                |              |                                    |
| 3  | Y                               | 21-Apr<br>21-Apr               |              |                                    |
| 4  |                                 |                                |              |                                    |
| 5  |                                 |                                |              |                                    |
| 6  |                                 |                                |              |                                    |
| 7  |                                 |                                |              |                                    |
| 8  |                                 |                                |              |                                    |
| 9  |                                 |                                |              |                                    |
| 10 |                                 |                                |              |                                    |
| 11 |                                 |                                |              |                                    |
| 12 |                                 |                                |              |                                    |
| 13 |                                 |                                |              |                                    |
| 14 |                                 |                                |              |                                    |

Accelerate

|    | J                                                        | K                                       | L                               | M | N |
|----|----------------------------------------------------------|-----------------------------------------|---------------------------------|---|---|
| 1  | Negotiation call: (due within 7 days of appeal deadline) | Changes due from publisher: (2-3 weeks) | Content Specialist Review Sent: |   |   |
| 2  |                                                          |                                         |                                 |   |   |
| 3  |                                                          |                                         |                                 |   |   |
| 4  |                                                          |                                         |                                 |   |   |
| 5  |                                                          |                                         |                                 |   |   |
| 6  |                                                          |                                         |                                 |   |   |
| 7  |                                                          |                                         |                                 |   |   |
| 8  |                                                          |                                         |                                 |   |   |
| 9  |                                                          |                                         |                                 |   |   |
| 10 |                                                          |                                         |                                 |   |   |
| 11 |                                                          |                                         |                                 |   |   |
| 12 |                                                          |                                         |                                 |   |   |
| 13 |                                                          |                                         |                                 |   |   |
| 14 |                                                          |                                         |                                 |   |   |

Accelerate

|   | A     | B                       | C                             | D                    | E                                | F           | G           | H            |
|---|-------|-------------------------|-------------------------------|----------------------|----------------------------------|-------------|-------------|--------------|
|   | Bid # | Course                  | Title                         | Special Topics (Y/N) | Subject-Specific Standards Score | Emailed Del | Evaluations | Appeal Filed |
| 1 | 336   | Algebra 1-B (Standards) | Intensified Algebra I (Vol 2) | N                    | 3.3                              | Yes         | 21-Apr      | 21-Apr       |

|   |            |             |             |                    |        |       |
|---|------------|-------------|-------------|--------------------|--------|-------|
|   | I          | J           | K           | L                  | M      | N     |
| 1 | What Needs | Negotiation | Changes due | Content Specialist | Review | Sent: |
| 2 |            |             |             |                    |        |       |

| A  | B                                                                                                                       | C                                            | D                                                                                                               |
|----|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| 1  | Course                                                                                                                  | Title                                        | Special Topics (Y/N)                                                                                            |
| 2  | 408 Probability and Statistics Honors (Special Topics)                                                                  | Statistics and Probability with Applications | Y                                                                                                               |
| 3  |                                                                                                                         |                                              |                                                                                                                 |
| 4  |                                                                                                                         |                                              |                                                                                                                 |
| 5  |                                                                                                                         |                                              |                                                                                                                 |
| 6  |                                                                                                                         |                                              |                                                                                                                 |
| 7  |                                                                                                                         |                                              |                                                                                                                 |
| 8  |                                                                                                                         |                                              |                                                                                                                 |
| 9  | Special Topic Evidence                                                                                                  |                                              |                                                                                                                 |
| 10 | Bid 408-Probability and Statistics Honors                                                                               |                                              |                                                                                                                 |
| 11 | Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials? | 5- Very Good Alignment                       | CRT not in instructional materials- Look at Additional Questions 10.1 Response Bias in Activities and Due Dates |

|    | E               | F              | G           | H            | I                      | J                                        | K                               | L | M | N |
|----|-----------------|----------------|-------------|--------------|------------------------|------------------------------------------|---------------------------------|---|---|---|
|    | Standards Score | Emails Deleted | Evaluations | Appeal Filed | What Needs Negotiation | Changes due to Content Specialist Review | Content Specialist Review Sent: |   |   |   |
| 1  | 4.6             | Yes            | 21-Apr      | 21-Apr       |                        |                                          |                                 |   |   |   |
| 2  |                 |                |             |              |                        |                                          |                                 |   |   |   |
| 3  |                 |                |             |              |                        |                                          |                                 |   |   |   |
| 4  |                 |                |             |              |                        |                                          |                                 |   |   |   |
| 5  |                 |                |             |              |                        |                                          |                                 |   |   |   |
| 6  |                 |                |             |              |                        |                                          |                                 |   |   |   |
| 7  |                 |                |             |              |                        |                                          |                                 |   |   |   |
| 8  |                 |                |             |              |                        |                                          |                                 |   |   |   |
| 9  |                 |                |             |              |                        |                                          |                                 |   |   |   |
| 10 |                 |                |             |              |                        |                                          |                                 |   |   |   |
| 11 |                 |                |             |              |                        |                                          |                                 |   |   |   |

BFW

|    | A                                                                                                                                                                                  | B                                         | C                                                                                                                                                                                                                                       | D                    |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
|    | Bid #                                                                                                                                                                              | Course                                    | Title                                                                                                                                                                                                                                   | Special Topics (Y/N) |
| 1  | 298                                                                                                                                                                                | Mathematics-Kindergarten (Special Topics) | Florida's B.E.S.T. Standards for MATH Grade K                                                                                                                                                                                           | Y(See below)         |
| 2  | 299                                                                                                                                                                                | Mathematics-Grade One (Special Topics)    | Florida's B.E.S.T. Standards for MATH Grade 1                                                                                                                                                                                           | Y(See below)         |
| 3  | 302                                                                                                                                                                                | Mathematics-Grade Four (Special Topics)   | Florida's B.E.S.T. Standards for MATH Grade 4                                                                                                                                                                                           | Y(See below)         |
| 4  | 311                                                                                                                                                                                | Algebra 2 (Standards)                     | Florida's B.E.S.T. Standards for MATH Algebra 2 with CalcChar® and CalcView                                                                                                                                                             | N                    |
| 5  |                                                                                                                                                                                    |                                           |                                                                                                                                                                                                                                         |                      |
| 6  |                                                                                                                                                                                    |                                           |                                                                                                                                                                                                                                         |                      |
| 7  |                                                                                                                                                                                    |                                           |                                                                                                                                                                                                                                         |                      |
| 8  |                                                                                                                                                                                    |                                           |                                                                                                                                                                                                                                         |                      |
| 9  |                                                                                                                                                                                    |                                           |                                                                                                                                                                                                                                         |                      |
| 10 |                                                                                                                                                                                    |                                           |                                                                                                                                                                                                                                         |                      |
| 11 |                                                                                                                                                                                    |                                           |                                                                                                                                                                                                                                         |                      |
| 12 |                                                                                                                                                                                    |                                           |                                                                                                                                                                                                                                         |                      |
| 13 |                                                                                                                                                                                    |                                           | Special Topic Evidence                                                                                                                                                                                                                  |                      |
| 14 |                                                                                                                                                                                    |                                           | Bid 298-Grade K                                                                                                                                                                                                                         |                      |
| 15 | Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 3 - Fair Alignment                        | The introductory pages say that the Math Musicals incorporate SEL. These are extra activities and not part of the core program, as far as I can tell. The Math Musicals could also be used without asking the SEL discussion questions. |                      |
| 16 |                                                                                                                                                                                    |                                           | Bid 299-Grade 1                                                                                                                                                                                                                         |                      |
| 17 | Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 2 - Poor Alignment                        | social emotional learning addressed in Math musicals but seem to be appropriately directed                                                                                                                                              |                      |
| 18 |                                                                                                                                                                                    |                                           | Bid 302-Grade 4                                                                                                                                                                                                                         |                      |
| 19 | Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 1 - Very Poor/No Alignment                | Lesson videos include SEL lessons within the content lesson.                                                                                                                                                                            |                      |



|    | E               | F          | G           | H            | I          | J           | K           | L                  | M      | N     |
|----|-----------------|------------|-------------|--------------|------------|-------------|-------------|--------------------|--------|-------|
| 1  | Standards Score | Emailed De | Evaluations | Appeal Filed | What Needs | Negotiation | Changes due | Content Specialist | Review | Sent: |
| 2  | 4.8             | Yes        | 21-Apr      |              |            |             |             |                    |        |       |
| 3  | 4.8             | Yes        | 21-Apr      |              |            |             |             |                    |        |       |
| 4  | 4.1             | Yes        | 21-Apr      |              |            |             |             |                    |        |       |
| 5  | 3.4             | Yes        | 21-Apr      |              |            |             |             |                    |        |       |
| 6  |                 |            |             |              |            |             |             |                    |        |       |
| 7  |                 |            |             |              |            |             |             |                    |        |       |
| 8  |                 |            |             |              |            |             |             |                    |        |       |
| 9  |                 |            |             |              |            |             |             |                    |        |       |
| 10 |                 |            |             |              |            |             |             |                    |        |       |
| 11 |                 |            |             |              |            |             |             |                    |        |       |
| 12 |                 |            |             |              |            |             |             |                    |        |       |
| 13 |                 |            |             |              |            |             |             |                    |        |       |
| 14 |                 |            |             |              |            |             |             |                    |        |       |
| 15 |                 |            |             |              |            |             |             |                    |        |       |
| 16 |                 |            |             |              |            |             |             |                    |        |       |
| 17 |                 |            |             |              |            |             |             |                    |        |       |
| 18 |                 |            |             |              |            |             |             |                    |        |       |
| 19 |                 |            |             |              |            |             |             |                    |        |       |

|   | A                                                                                     | B                                                      | C                                                                                   | D                    | E               | F          |
|---|---------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------|-----------------|------------|
|   | Bid #                                                                                 | Course                                                 | Title                                                                               | Special Topics (Y/N) | Standards Score | Emailed De |
| 1 | 363                                                                                   | M/J Foundational Skills in Mathematics 6-8 (Standards) | Carnegie Learning FL Foundational Skills in Mathematics 6-8 Digital Student License | N                    | 3.1             | No         |
| 2 |                                                                                       |                                                        |                                                                                     |                      |                 |            |
| 3 |                                                                                       |                                                        |                                                                                     |                      |                 |            |
| 4 |                                                                                       |                                                        |                                                                                     |                      |                 |            |
| 5 |                                                                                       |                                                        |                                                                                     |                      |                 |            |
| 6 | **Cathy spoke with Carnegie 4/21 - Awaiting final decision/learning towards no appeal |                                                        |                                                                                     |                      |                 |            |

|   | G           | H            | I          | J           | K           | L                  | M      | N     |
|---|-------------|--------------|------------|-------------|-------------|--------------------|--------|-------|
| 1 | Evaluations | Appeal Filed | What Needs | Negotiation | Changes due | Content Specialist | Review | Sent: |
| 2 | No          |              |            |             |             |                    |        |       |
| 3 |             |              |            |             |             |                    |        |       |
| 4 |             |              |            |             |             |                    |        |       |
| 5 |             |              |            |             |             |                    |        |       |
| 6 |             |              |            |             |             |                    |        |       |

| A     | B                                                                                                                                               | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |  |  |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|------|------|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|--|--|--|--|
| Bid # | Course                                                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |  |  |
| 448   | Pre-Calculus Honors (Special Topics)                                                                                                            | Precalculus with Limits: A Graphing Approach with CalcChar and CalcView                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |  |  |
| 3     |                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |  |  |
| 4     |                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |  |  |
| 5     |                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |  |  |
| 6     |                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |  |  |
| 7     |                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |  |  |
| 8     |                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |  |  |
| 9     |                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |  |  |
| 10    | Bid 448-Precalculus Honors                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |  |  |
| 11    | <p>1. Appendix B, B.1 exercises, #11 About percentage of individuals living below poverty line in 2016. Content not meaningful to students.</p> | <p><b>11. Demographic Data</b> The list shows the percentages of individuals living below the poverty level in the 50 states in 2016. Use a frequency distribution and <i>Normal Probability Plots</i> (Appendix B.1) to determine if the data are normally distributed.</p> <p><b>DATA</b></p> <table border="1"> <tr><td>AK</td><td>10.9</td><td>AL</td><td>16.3</td><td>AR</td><td>16.1</td><td>AZ</td><td>16.6</td></tr> <tr><td>CA</td><td>11.9</td><td>CO</td><td>10.8</td><td>CT</td><td>10.1</td><td>DE</td><td>10.1</td></tr> <tr><td>DC</td><td>11.7</td><td>HI</td><td>10.4</td><td>FL</td><td>12.7</td><td>IA</td><td>12.7</td></tr> <tr><td>GA</td><td>12.5</td><td>IL</td><td>11.9</td><td>IN</td><td>12.7</td><td>KS</td><td>12.7</td></tr> <tr><td>MD</td><td>12.4</td><td>MA</td><td>11.8</td><td>LA</td><td>14.4</td><td>KY</td><td>12.4</td></tr> <tr><td>ME</td><td>12.1</td><td>MI</td><td>11.8</td><td>MO</td><td>11.4</td><td>ND</td><td>10.9</td></tr> <tr><td>MS</td><td>20.1</td><td>MT</td><td>11.8</td><td>NE</td><td>12.7</td><td>OH</td><td>10.9</td></tr> <tr><td>NC</td><td>11.5</td><td>NY</td><td>13.0</td><td>NH</td><td>11.6</td><td>OK</td><td>14.4</td></tr> <tr><td>ND</td><td>11.5</td><td>OR</td><td>11.7</td><td>RI</td><td>11.6</td><td>SC</td><td>14.3</td></tr> <tr><td>RI</td><td>11.5</td><td>SD</td><td>11.7</td><td>TN</td><td>11.6</td><td>TX</td><td>14.3</td></tr> <tr><td>SC</td><td>11.5</td><td>VA</td><td>11.7</td><td>UT</td><td>11.3</td><td>VT</td><td>11.1</td></tr> <tr><td>SD</td><td>11.5</td><td>WA</td><td>11.3</td><td>WV</td><td>10.3</td><td>WI</td><td>11.1</td></tr> <tr><td>VA</td><td>11.5</td><td>WY</td><td>10.3</td><td></td><td></td><td></td><td></td></tr> </table> | AK   | 10.9 | AL   | 16.3 | AR   | 16.1 | AZ | 16.6 | CA | 11.9 | CO | 10.8 | CT | 10.1 | DE | 10.1 | DC | 11.7 | HI | 10.4 | FL | 12.7 | IA | 12.7 | GA | 12.5 | IL | 11.9 | IN | 12.7 | KS | 12.7 | MD | 12.4 | MA | 11.8 | LA | 14.4 | KY | 12.4 | ME | 12.1 | MI | 11.8 | MO | 11.4 | ND | 10.9 | MS | 20.1 | MT | 11.8 | NE | 12.7 | OH | 10.9 | NC | 11.5 | NY | 13.0 | NH | 11.6 | OK | 14.4 | ND | 11.5 | OR | 11.7 | RI | 11.6 | SC | 14.3 | RI | 11.5 | SD | 11.7 | TN | 11.6 | TX | 14.3 | SC | 11.5 | VA | 11.7 | UT | 11.3 | VT | 11.1 | SD | 11.5 | WA | 11.3 | WV | 10.3 | WI | 11.1 | VA | 11.5 | WY | 10.3 |  |  |  |  |
| AK    | 10.9                                                                                                                                            | AL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 16.3 | AR   | 16.1 | AZ   | 16.6 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |  |  |
| CA    | 11.9                                                                                                                                            | CO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 10.8 | CT   | 10.1 | DE   | 10.1 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |  |  |
| DC    | 11.7                                                                                                                                            | HI                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 10.4 | FL   | 12.7 | IA   | 12.7 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |  |  |
| GA    | 12.5                                                                                                                                            | IL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 11.9 | IN   | 12.7 | KS   | 12.7 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |  |  |
| MD    | 12.4                                                                                                                                            | MA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 11.8 | LA   | 14.4 | KY   | 12.4 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |  |  |
| ME    | 12.1                                                                                                                                            | MI                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 11.8 | MO   | 11.4 | ND   | 10.9 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |  |  |
| MS    | 20.1                                                                                                                                            | MT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 11.8 | NE   | 12.7 | OH   | 10.9 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |  |  |
| NC    | 11.5                                                                                                                                            | NY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 13.0 | NH   | 11.6 | OK   | 14.4 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |  |  |
| ND    | 11.5                                                                                                                                            | OR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 11.7 | RI   | 11.6 | SC   | 14.3 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |  |  |
| RI    | 11.5                                                                                                                                            | SD                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 11.7 | TN   | 11.6 | TX   | 14.3 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |  |  |
| SC    | 11.5                                                                                                                                            | VA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 11.7 | UT   | 11.3 | VT   | 11.1 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |  |  |
| SD    | 11.5                                                                                                                                            | WA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 11.3 | WV   | 10.3 | WI   | 11.1 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |  |  |
| VA    | 11.5                                                                                                                                            | WY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 10.3 |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |  |  |
| 12    | <p>2. Chapter 3 Example 5 is about the spread of a “contagious flu virus” that a student spreads.</p>                                           | <p><b>EXAMPLE 5</b> Spread of a Virus A student returns from vacation with a contagious flu virus. The spread of the virus is modeled by</p> $y = \frac{1}{1 + 4000e^{-0.0001x}}$ <p>where <math>x</math> is the number of days since the student returned and <math>y</math> is the number of students who have contracted the virus. The spread of the virus is modeled by</p> $y = \frac{1}{1 + 4000e^{-0.0001x}}$ <p>1. How many students are infected after 2 weeks of class?</p> <p>2. At what time of day is the number of students infected in a class at a maximum?</p> <p><b>Graphical Solution</b></p> <p>Use the graphing utility to graph the function <math>y = \frac{1}{1 + 4000e^{-0.0001x}}</math> for <math>0 \leq x \leq 14</math>. The graph shows that the number of students infected in a class is at a maximum of 1 when <math>x = 0</math>.</p> <p>1. The number of students infected after 2 weeks (14 days) is approximately 0.9999.</p> <p>2. The number of students infected in a class is at a maximum of 1 when <math>x = 0</math>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |  |  |
| 13    |                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |  |  |

|    | D                                    | E                      | F                              | G                     | H            | I          | J           |
|----|--------------------------------------|------------------------|--------------------------------|-----------------------|--------------|------------|-------------|
|    | Special Topics (Y/N)<br>Y(See below) | Standards Score<br>4.8 | Emailed De<br>Evaluations<br>Y | Evaluations<br>21-Apr | Appeal Filed | What Needs | Negotiation |
| 1  |                                      |                        |                                |                       |              |            |             |
| 2  |                                      |                        |                                |                       |              |            |             |
| 3  |                                      |                        |                                |                       |              |            |             |
| 4  |                                      |                        |                                |                       |              |            |             |
| 5  |                                      |                        |                                |                       |              |            |             |
| 6  |                                      |                        |                                |                       |              |            |             |
| 7  |                                      |                        |                                |                       |              |            |             |
| 8  |                                      |                        |                                |                       |              |            |             |
| 9  |                                      |                        |                                |                       |              |            |             |
| 10 |                                      |                        |                                |                       |              |            |             |
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| 12 |                                      |                        |                                |                       |              |            |             |
| 13 |                                      |                        |                                |                       |              |            |             |

|    | K           | L                  | M      | N     |
|----|-------------|--------------------|--------|-------|
| 1  | Changes due | Content Specialist | Review | Sent: |
| 2  |             |                    |        |       |
| 3  |             |                    |        |       |
| 4  |             |                    |        |       |
| 5  |             |                    |        |       |
| 6  |             |                    |        |       |
| 7  |             |                    |        |       |
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| 9  |             |                    |        |       |
| 10 |             |                    |        |       |
| 11 |             |                    |        |       |
| 12 |             |                    |        |       |
| 13 |             |                    |        |       |

| A | B      | C                                   | D                    | E               |
|---|--------|-------------------------------------|----------------------|-----------------|
| 1 | Course | Title                               | Special Topics (Y/N) | Standards Score |
| 2 | 316    | M/J Grade 7 Mathematics (Standards) | N                    | 3.4             |
| 3 | 320    | M/J Grade 8 Pre-Algebra (Standards) | N                    | 3.6             |

|   | F           | G           | H                  | I         | J           | K           | L                  | M      | N     |
|---|-------------|-------------|--------------------|-----------|-------------|-------------|--------------------|--------|-------|
| 1 | Emailed Def | Evaluations | Appeal Filed       | What Need | Negotiation | Changes due | Content Specialist | Review | Sent: |
| 2 | Y           | 21-Apr      | Mail copy received | 4/19      |             |             |                    |        |       |
| 3 | Y           | 21-Apr      | Mail copy received | 4/19      |             |             |                    |        |       |



| A     | B                                                                                                                                                                                                                                      | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | D                                                                                                     | E                                                                           | F          |     |      |      |      |      |      |      |      |      |  |  |  |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|------------|-----|------|------|------|------|------|------|------|------|--|--|--|
| Bid # | Course                                                                                                                                                                                                                                 | Title                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Special Topics (Y/N)                                                                                  | Subject-Specific Standards Score                                            | Emailed De |     |      |      |      |      |      |      |      |      |  |  |  |
| 1     | 454                                                                                                                                                                                                                                    | Mathematics-Kindergarten (Special Topics)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | HMH Florida's B.E.S.T. Go Math!                                                                       | Special Topics (Y/N)<br>Y (see below)                                       | 4.1<br>Yes |     |      |      |      |      |      |      |      |      |  |  |  |
| 2     | 455                                                                                                                                                                                                                                    | Mathematics-Grade One (Standards)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | HMH Florida's B.E.S.T. Go Math!                                                                       | N<br>3.8<br>Yes                                                             | Yes        |     |      |      |      |      |      |      |      |      |  |  |  |
| 3     | 456                                                                                                                                                                                                                                    | Mathematics-Grade Two (Special Topics)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | HMH Florida's B.E.S.T. Go Math!                                                                       | Y(see below)<br>4.9<br>Yes                                                  | Yes        |     |      |      |      |      |      |      |      |      |  |  |  |
| 4     | 459                                                                                                                                                                                                                                    | Mathematics-Grade Five (Standards)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | HMH Florida's B.E.S.T. Go Math!                                                                       | N<br>3.9<br>Yes                                                             | Yes        |     |      |      |      |      |      |      |      |      |  |  |  |
| 5     | 465                                                                                                                                                                                                                                    | Grade 6 Accelerated Mathematics (Standards)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | HMH Florida's B.E.S.T. Into Math Accelerated 6                                                        | N<br>3.8<br>Yes                                                             | Yes        |     |      |      |      |      |      |      |      |      |  |  |  |
| 6     | 470                                                                                                                                                                                                                                    | Pre-Calculus Honors (Special Topics)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Pre-Calculus                                                                                          | Y(see below)<br>4.8<br>Yes                                                  | Yes        |     |      |      |      |      |      |      |      |      |  |  |  |
| 7     | 471                                                                                                                                                                                                                                    | Pre-Calculus Honors (Special Topics)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Functions Modeling Change                                                                             | Y(see below)<br>4.2<br>Yes                                                  | Yes        |     |      |      |      |      |      |      |      |      |  |  |  |
| 8     |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                       |                                                                             |            |     |      |      |      |      |      |      |      |      |  |  |  |
| 9     |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                       |                                                                             |            |     |      |      |      |      |      |      |      |      |  |  |  |
| 10    |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                       |                                                                             |            |     |      |      |      |      |      |      |      |      |  |  |  |
| 11    | Bid #454-Kindergarten                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                       |                                                                             |            |     |      |      |      |      |      |      |      |      |  |  |  |
| 12    | Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?                                                     | 3 - Fair Alignment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | The section "supporting all learners" contains references to peoples/cultures/equity in the TE.       |                                                                             |            |     |      |      |      |      |      |      |      |      |  |  |  |
| 13    | Bid #456-Grade Two                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                       |                                                                             |            |     |      |      |      |      |      |      |      |      |  |  |  |
| 14    | Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?                                                     | 3 - Fair Alignment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Attempts at multicultural teaching is evident. Ex. - types of housing for different groups of people. |                                                                             |            |     |      |      |      |      |      |      |      |      |  |  |  |
| 15    | Bid # 470-Precalculus Honors                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                       |                                                                             |            |     |      |      |      |      |      |      |      |      |  |  |  |
| 16    | 1. Section 1.2 #91-92 shows chart: global Carbon Emissions from Fossil Fuel Burning. Both say there is climate change but data doesn't show how burning fossil fuels relates to climate change and global warming. No source for data. | <p>For Exercises 91 and 92, refer to the following table:</p> <table border="1"> <thead> <tr> <th>YEAR</th> <th>Global Carbon Emissions from Fossil Fuel Burning MILLIONS OF TONS OF CARBON</th> </tr> </thead> <tbody> <tr> <td>1900</td> <td>500</td> </tr> <tr> <td>1925</td> <td>1000</td> </tr> <tr> <td>1950</td> <td>1500</td> </tr> <tr> <td>1975</td> <td>5000</td> </tr> <tr> <td>2000</td> <td>7000</td> </tr> </tbody> </table> <p>91. Climate Change: Global Warming. What is the average rate of change in global carbon emissions from fossil fuel burning from</p> <p>a. 1950 to 1950?<br/>b. 1950 to 2000?</p> <p>92. Climate Change: Global Warming. What is the average rate of change in global carbon emissions from fossil fuel burning from</p> <p>a. 1950 to 1975?<br/>b. 1975 to 2000?</p> <p>Answer<br/>Solution</p> | YEAR                                                                                                  | Global Carbon Emissions from Fossil Fuel Burning MILLIONS OF TONS OF CARBON | 1900       | 500 | 1925 | 1000 | 1950 | 1500 | 1975 | 5000 | 2000 | 7000 |  |  |  |
| YEAR  | Global Carbon Emissions from Fossil Fuel Burning MILLIONS OF TONS OF CARBON                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                       |                                                                             |            |     |      |      |      |      |      |      |      |      |  |  |  |
| 1900  | 500                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                       |                                                                             |            |     |      |      |      |      |      |      |      |      |  |  |  |
| 1925  | 1000                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                       |                                                                             |            |     |      |      |      |      |      |      |      |      |  |  |  |
| 1950  | 1500                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                       |                                                                             |            |     |      |      |      |      |      |      |      |      |  |  |  |
| 1975  | 5000                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                       |                                                                             |            |     |      |      |      |      |      |      |      |      |  |  |  |
| 2000  | 7000                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                       |                                                                             |            |     |      |      |      |      |      |      |      |      |  |  |  |

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|    | G           | H            | I          | J           | K           | L       | M          | N            |
|----|-------------|--------------|------------|-------------|-------------|---------|------------|--------------|
| 1  | Evaluations | Appeal Filed | What Needs | Negotiation | Changes due | Content | Specialist | Review Sent: |
| 2  | 20-Apr      |              |            |             |             |         |            |              |
| 3  | 20-Apr      |              |            |             |             |         |            |              |
| 4  | 20-Apr      |              |            |             |             |         |            |              |
| 5  | 20-Apr      |              |            |             |             |         |            |              |
| 6  | 20-Apr      |              |            |             |             |         |            |              |
| 7  | 20-Apr      |              |            |             |             |         |            |              |
| 8  | 20-Apr      |              |            |             |             |         |            |              |
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| 13 |             |              |            |             |             |         |            |              |
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| 15 |             |              |            |             |             |         |            |              |
| 16 |             |              |            |             |             |         |            |              |

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|   | A     | B                     | C     | D                    | E               | F                       | G           | H            | I                      | J           | K                         | L | M |
|---|-------|-----------------------|-------|----------------------|-----------------|-------------------------|-------------|--------------|------------------------|-------------|---------------------------|---|---|
|   | Bid # | Course                | Title | Special Topics (Y/N) | Standards Score | Emailed Del Evaluations | Evaluations | Appeal Filed | What Needs Negotiation | Changes due | Content Specialist Review |   |   |
| 1 | 473   | Algebra 1 (Standards) | Sofia | N                    | 3.2             | Yes                     | 21-Apr      |              |                        |             |                           |   |   |
| 2 | 474   | Algebra 2 (Standards) | Sofia | N                    | 2.2             | Yes                     | 21-Apr      |              |                        |             |                           |   |   |
| 3 | 475   | Geometry (Standards)  | Sofia | N                    | 2.6             | Yes                     | 21-Apr      |              |                        |             |                           |   |   |

Link-Systems

| 1  | A<br>Bid #                                                                                                                                                                         | B<br>Course                                         | C<br>Title                                                                                                                                                                                            |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2  | 442                                                                                                                                                                                | M/J Grade 7 Accelerated Mathematics (Special Topic) | Math Nation: Florida's BEST 7th Grade Accelerated Math                                                                                                                                                |
| 3  | 433                                                                                                                                                                                | Algebra 2 Honors (Special Topics)                   | Math Nation: Florida's B.E.S.T. Algebra 2 Honors                                                                                                                                                      |
| 4  | 436                                                                                                                                                                                | Geometry (Special Topics)                           | Math Nation: Florida's BEST Geometry                                                                                                                                                                  |
| 5  |                                                                                                                                                                                    |                                                     |                                                                                                                                                                                                       |
| 6  |                                                                                                                                                                                    |                                                     |                                                                                                                                                                                                       |
| 7  |                                                                                                                                                                                    |                                                     |                                                                                                                                                                                                       |
| 8  |                                                                                                                                                                                    |                                                     |                                                                                                                                                                                                       |
| 9  |                                                                                                                                                                                    |                                                     |                                                                                                                                                                                                       |
| 10 |                                                                                                                                                                                    | Special Topics Evidence                             |                                                                                                                                                                                                       |
| 11 |                                                                                                                                                                                    | Bid 442                                             |                                                                                                                                                                                                       |
| 12 | Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?                                                                        | 1 - Very Poor/No Alignment                          | The warm up activity for 7.5.1 includes a controversial topic regarding equal pay and discrimination.                                                                                                 |
| 13 | Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 3 - Fair Alignment                                  | Each lesson contains a "self reflective portion" many of which have nothing to do with the standard or of understanding the concepts. More geared to the "mindset". See 14.5.1 for a warm up example. |
| 14 |                                                                                                                                                                                    | Bid 433                                             |                                                                                                                                                                                                       |
| 15 | Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 3 - Fair Alignment                                  | Overall SEL is not addressed; however in some lessons students are asked to rate themselves in the lesson and learning, which is an SEL strategy.                                                     |
| 16 |                                                                                                                                                                                    | Bid 436                                             |                                                                                                                                                                                                       |

|    | D                    | E               | F           | G           | H            | I          | J           | K           | L       | M                |
|----|----------------------|-----------------|-------------|-------------|--------------|------------|-------------|-------------|---------|------------------|
|    | Special Topics (Y/N) | Standards Score | Emailled De | Evaluations | Appeal Filed | What Needs | Negotiation | Changes due | Content | Specialist Revie |
| 1  | Y                    | 4.8             | Yes         | 22-Apr      |              |            |             |             |         |                  |
| 2  | Y                    | 4               | Yes         | 22-Apr      |              |            |             |             |         |                  |
| 3  | Y                    | 4.4             | Yes         | 22-Apr      |              |            |             |             |         |                  |
| 4  |                      |                 |             |             |              |            |             |             |         |                  |
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| 9  |                      |                 |             |             |              |            |             |             |         |                  |
| 10 |                      |                 |             |             |              |            |             |             |         |                  |
| 11 |                      |                 |             |             |              |            |             |             |         |                  |
| 12 |                      |                 |             |             |              |            |             |             |         |                  |
| 13 |                      |                 |             |             |              |            |             |             |         |                  |
| 14 |                      |                 |             |             |              |            |             |             |         |                  |
| 15 |                      |                 |             |             |              |            |             |             |         |                  |
| 16 |                      |                 |             |             |              |            |             |             |         |                  |

|    | A                                                                                                                                                                                  | B                  | C                                                                                                |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------------------------------------------------------------------------------|
| 17 | Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 3 - Fair Alignment | In some lessons, example 6.7, asked students to rate the level of understanding (self-awareness) |


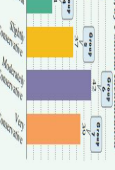
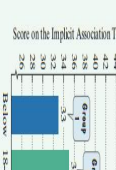
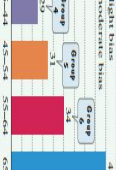



| 1  | A<br>Bid # | B<br>Course                                                                                                                                                                        | C<br>Title                               | D<br>Special Topics (Y/N)                                                                                                                                | E<br>Standards Score |
|----|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| 2  | 410        | Mathematics-Grade One (Standards) (Special Topics)                                                                                                                                 | Florida Reveal Math, Grade 1             | Y(See below)                                                                                                                                             | 3.8                  |
| 3  | 416        | Grade 4 Accelerated (Special Topics)                                                                                                                                               | Florida Reveal Math, Grade 4 Accelerated | Y(See below)                                                                                                                                             | 4                    |
| 4  | 419        | M/J Grade 8 Mathematics (Special Topics)(Standards)                                                                                                                                | Florida Reveal Math Grade 8: Pre-Algebra | Y(See below)                                                                                                                                             | 3.8                  |
| 5  |            |                                                                                                                                                                                    |                                          |                                                                                                                                                          |                      |
| 6  |            |                                                                                                                                                                                    |                                          |                                                                                                                                                          |                      |
| 7  |            |                                                                                                                                                                                    |                                          |                                                                                                                                                          |                      |
| 8  |            | Special Topic Evidence                                                                                                                                                             |                                          |                                                                                                                                                          |                      |
| 9  |            | Bid 410-Grade One                                                                                                                                                                  |                                          |                                                                                                                                                          |                      |
| 10 |            | Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 3 - Fair Alignment                       | Pieces of the teaching edition include components of SEL.                                                                                                |                      |
| 11 |            | Bid 416-Grade 4 Accelerated                                                                                                                                                        |                                          |                                                                                                                                                          |                      |
| 12 |            | Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 3 - Fair Alignment                       | Social Awareness topics are listed in the teachers manual. Example pg 521 in TTE includes a section on empathy and how to incorporate into the classroom |                      |
| 13 |            | Bid 419-Grade 8 Pre-Algebra                                                                                                                                                        |                                          |                                                                                                                                                          |                      |
| 14 |            | Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?                                                            | 3 - Fair Alignment                       | Nothing noticed                                                                                                                                          |                      |



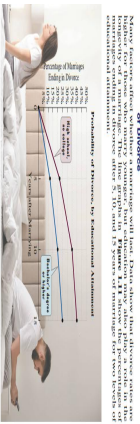
|    | F           | G           | H            | I          | J           | K           | L       | M          |
|----|-------------|-------------|--------------|------------|-------------|-------------|---------|------------|
| 1  | Emailed Def | Evaluations | Appeal Filed | What Needs | Negotiation | Changes due | Content | Specialist |
| 2  | Yes         | 21-Apr      | 18-Apr       |            |             |             |         | Revie      |
| 3  | Yes         | 21-Apr      | 18-Apr       |            |             |             |         |            |
| 4  | Yes         | 21-Apr      | 18-Apr       |            |             |             |         |            |
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| 12 |             |             |              |            |             |             |         |            |
| 13 |             |             |              |            |             |             |         |            |
| 14 |             |             |              |            |             |             |         |            |



| 1  | A                                                                                                                                                                                  | B                                                     | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | D                    |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| 2  | Bid #                                                                                                                                                                              | Course                                                | Title                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Special Topics (Y/N) |
| 3  | 382                                                                                                                                                                                | Mathematics-Grade Two                                 | enVision Florida B.E.S.T. Mathematics Grade 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Y(See below)         |
| 4  | 390                                                                                                                                                                                | M/J Grade 7 Mathematics                               | enVision Florida B.E.S.T. Mathematics Grade 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | N                    |
| 5  | 407                                                                                                                                                                                | Mathematics for Data and Financial Literacy           | Thinking Quantitatively: Communicating with Numbers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Y(See below)         |
| 6  | 397                                                                                                                                                                                | Mathematics for College Algebra                       | Algebra and Trigonometry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Y(See below)         |
| 7  | 403                                                                                                                                                                                | Pre-Calculus Honors                                   | Precalculus: Enhanced with Graphing Utilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Y(See below)         |
| 8  | 404                                                                                                                                                                                | Pre-Calculus Honors                                   | Precalculus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Y(See below)         |
| 9  | 398                                                                                                                                                                                | Mathematics for College Statistics                    | Stats In Your World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Y(See below)         |
| 10 | 400                                                                                                                                                                                | Mathematics for College Statistics                    | Elementary Statistics: Picturing the World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Y(See below)         |
| 11 | 395                                                                                                                                                                                | Probability and Statistics Honors                     | Stats: Modeling the World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Y(See below)         |
| 12 | 401                                                                                                                                                                                | Mathematics for College Liberal Arts                  | Thinking Mathematically                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Y(See below)         |
| 13 |                                                                                                                                                                                    |                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      |
| 14 |                                                                                                                                                                                    |                                                       | Bid 382 - Grade two                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                      |
| 15 | Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 2 - Poor Alignment                                    | Some lessons include growth mindset concepts, which are a component of SEL learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                      |
| 16 |                                                                                                                                                                                    | Bid 407 - Mathematics for Data and Financial Literacy |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      |
| 17 | Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?                                                            | 2 - Poor Alignment                                    | On page 8/43, the textbook asks about race and gun control, possibly violating the rule's prohibition on making race the most important factor in a societal consideration.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                      |
| 18 |                                                                                                                                                                                    |                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      |
| 19 |                                                                                                                                                                                    |                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      |
| 20 |                                                                                                                                                                                    | Bid 397 - Mathematics for College Algebra             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      |
| 21 | Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?                                                            | 2                                                     | I found several places where CRT could be said to be present, albeit usually indirectly. (All page numbers are from the teacher version). On page 1, the books says that algebra is a language that describes the world and tells us about things including 'racial bias'. (It also says it will cover 'ethnic diversity in the US', which it uses in a practice problem on page 91, but the example seems relatively harmless). On page 51, the book defines polynomials by the example of an "implicit" racial bias test (called Project Implicit) by which "2 million people have tested their racial prejudice... most groups' average scores fall between 'slight' and 'moderate' bias, but the differences among age groups are intriguing." The exercise problem is on page 61. The numbers come from Project Implicit, a real-world organization whose mission is to educate people that people and institutions unconsciously have implicit racial prejudice. On pages 214-215, problem 103 graphs people who support laws against interracial marriage by decade. However, unrelated to the graphs, the problem goes out of its way to mention the Supreme Court decision on same-sex marriage, making an analogy that opposing the legalization of same-sex marriage is like the opposition to interracial marriage. In another odd example, on page 533 problem 51 asks students to graph "Percentage who don't approve of Marriage |                      |

|    | E               | F          | G           | H            | I          | J           | K           | L            | M               |
|----|-----------------|------------|-------------|--------------|------------|-------------|-------------|--------------|-----------------|
|    | Standards Score | Emailed De | Evaluations | Appeal Filed | What Needs | Negotiation | Changes dur | Content Spec | Specialist Revi |
| 1  | 4.5             | Yes        | 21-Apr      |              |            |             |             |              |                 |
| 2  | 3.8             | Yes        | 21-Apr      |              |            |             |             |              |                 |
| 3  | 3.5             | Yes        | 21-Apr      |              |            |             |             |              |                 |
| 4  | 4.3             | Yes        | 21-Apr      |              |            |             |             |              |                 |
| 5  | 4.9             | Yes        | 21-Apr      |              |            |             |             |              |                 |
| 6  | 4.9             | Yes        | 21-Apr      |              |            |             |             |              |                 |
| 7  | 4.6             | Yes        | 21-Apr      |              |            |             |             |              |                 |
| 8  | 4.8             | Yes        | 21-Apr      |              |            |             |             |              |                 |
| 9  | 4.5             | Yes        | 21-Apr      |              |            |             |             |              |                 |
| 10 | 4.3             | Yes        | 21-Apr      |              |            |             |             |              |                 |
| 11 |                 |            |             |              |            |             |             |              |                 |
| 12 |                 |            |             |              |            |             |             |              |                 |
| 13 |                 |            |             |              |            |             |             |              |                 |
| 14 |                 |            |             |              |            |             |             |              |                 |
| 15 |                 |            |             |              |            |             |             |              |                 |
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| 17 |                 |            |             |              |            |             |             |              |                 |
| 18 |                 |            |             |              |            |             |             |              |                 |
| 19 |                 |            |             |              |            |             |             |              |                 |
| 20 |                 |            |             |              |            |             |             |              |                 |
| 21 |                 |            |             |              |            |             |             |              |                 |

|    |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 22 | A                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 23 |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 24 |                                                                                                                                                                                   | Bid 403- Precalculus: Enhanced with Graphing Utilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | equality by generation along with teenage who won't try sum... write 1M not sure this specifically applies to critical race theory, because it involves LGBTQ military servicemembers. On page 281, exercises 27-28 ask students to                                                                                                                                                                                                                                                                                                                                            |
| 25 | <p>1. Pg. 933 uses late 1700s report to talk about population growth and food shortages. Subject is melancholy and based on something predicted in the 1700s.</p>                 | <p><b>Thomas Malthus on Population Growth</b></p> <p>In the late 1700s, the British economist Thomas Malthus presented a report that criticized those who thought that life was going to continue to improve for humans. Malthus put his report together quickly and titled it <i>An Essay on the Principle of Population as it Affects the Poor</i>. Malthus argued that because the human population tends to increase geometrically (1, 2, 4, 16, and so on) and that food supplies will likely only increase arithmetically (1, 2, 3, 4, and so on), populations would grow faster than food supplies. Malthus suggested that there are other checks on population growth (and he considered these natural and a good thing). Nonetheless, he was concerned that poverty is inevitable and will continue.</p> <p>Malthus used historical data to suggest that population growth has been doubling every twenty-five years. In the late 1700s, Malthus surmised that the youth of the country along with the vast amount of areas conducive to farming would lead to a birth rate that exceeded most countries in the world.</p> <p>On the other hand, he noted that there are other checks on population growth. On the one hand, he called preventative checks, these are checks that increase the death rate. Positive checks include war, famine, and natural disasters. Malthus believed that fear of famine was a major reason the birth rate may decrease. After all, who would want to have a child knowing the child may suffer from hunger, or worse, starvation?</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 26 | <p>Preface – “Measuring racial prejudice by age (exercise set 2.1)”</p>                                                                                                           | <p><b>Bid 404- Precalculus Honors</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 27 | <p>Page R218, #103 &amp; #104 measuring levels of racial prejudice by age and political identification. This chart shows that people are prejudiced if they are conservative.</p> | <p><b>104.</b> The bar graph at the top of the next column shows the differences among political identification groups on the Implicit Association Test that measures levels of racial prejudice. Higher scores indicate stronger bias.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Application Exercises</b></p> <p>103. The bar graph shows the differences among age groups on the Implicit Association Test that measures levels of racial prejudice. Higher scores indicate stronger bias.</p>  <p>104. The bar graph shows the differences among age groups on the Implicit Association Test that measures levels of racial prejudice. Higher scores indicate stronger bias.</p>  |
| 28 | <p>Page 56. Measuring racial prejudice, by age. Emphasis that racism is embedded in American society dependent on age.</p>                                                        | <p><b>Application Exercises</b></p> <p>The bar graph shows the differences among age groups on the Implicit Association Test that measures levels of racial prejudice. Higher scores indicate stronger bias.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Application Exercises</b></p> <p>103. The bar graph shows the differences among age groups on the Implicit Association Test that measures levels of racial prejudice. Higher scores indicate stronger bias.</p>  <p>104. The bar graph shows the differences among age groups on the Implicit Association Test that measures levels of racial prejudice. Higher scores indicate stronger bias.</p>  |
| 29 |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

| A                                                                                                                                                                                               | B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | C | D |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| <p>R210 States that most people have slight or moderate bias and this is dependent on age and political identification. Emphasis that racism is embedded in American society.</p>               | <p style="text-align: center;"><b>Adding and Subtracting Polynomials</b></p>  <p>What? Me? Racist? More than 2 million people have tested their racial prejudice using an online version of the Implicit Association Test. Most groups' average scores fall between "slight" and "moderate" bias, but the differences among groups, by age and by political identification, are intriguing.</p> <p>In this section's Exercise Set (Exercises 103 and 104), you will be working with models that measure bias:</p> $S = 0.3x^3 - 2.8x^2 + 6.7x + 30$ $S = -0.03x^3 + 0.2x^2 + 2.3x + 24.$                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |   |
| <p>Pg. 48 again mentions the implicit association test and says, "most groups' average scores fall between slight and moderate bias. Emphasis that racism is embedded in American society."</p> | <p style="text-align: center;"><b>How We Define Polynomials</b></p> <p>More than 2 million people have tested their racial prejudice using an online version of the Implicit Association Test. Most groups' average scores fall between "slight" and "moderate" bias, but the differences among age groups are intriguing.</p> <p>In this section's Exercise Set (Exercises 91 and 92), you will be working with a model that measures bias:</p> $S = 0.3x^3 - 2.8x^2 + 6.7x + 30.$ <p>In this model, <math>S</math> represents the score on the Implicit Association Test. (Higher scores indicate stronger bias.) The variable <math>x</math> represents age group.</p>  <p style="text-align: center;"><i>Old Dog ... New Chicks</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |   |
| <p>9. chapter 1 intro uses 2006 <i>An Inconvenient Truth</i> by Al Gore to push that humans cause global warming. Article is 15 yrs old and has been proven inaccurate</p>                      | <p>There is strong scientific consensus that human activities are changing the Earth's climate. Scientists now believe that there is a striking correlation between atmospheric carbon dioxide concentration and global temperature. As both of these variables increase at significant rates, there are warnings of a planetary emergency that threatens to condemn coming generations to a catastrophically diminished future.</p> <p>In this chapter, you'll learn to approach our climate crisis mathematically by creating formulas, called functions, that model data for average global temperature and carbon dioxide concentration over time. Understanding the concept of a function will give you a new perspective on many situations ranging from climate change to using mathematics in a way that is similar to making a movie.</p> <p><small>*Sources: Al Gore, <i>An Inconvenient Truth</i>, Rodale, 2006; Time, April 3, 2006; <i>Falling Storms</i>, September 28, 2013</small></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Here's where you'll find these applications:</b></p> <p>A mathematical model involving global warming is developed in Example 9 in Section 1.4. Using mathematics in a way that is similar to making a movie is discussed in the Blitzzer Bonus on page 225.</p> </div> |   |   |
| <p>Pg. 156 Talks about probability of divorce. Context not relevant or meaningful.</p>                                                                                                          | <p style="text-align: center;"><b>EXERCISES</b> <b>Modeling Atmospheric and Sea Level Temperature</b></p> <p><b>1. DATA</b> The following table shows the average annual temperature in degrees Fahrenheit for the city of San Francisco from 1970 to 2010. The data is modeled by the function <math>T(x) = 0.0001x^3 - 0.0012x^2 + 0.0023x + 54.5</math>, where <math>T(x)</math> is the average annual temperature in degrees Fahrenheit and <math>x</math> is the number of years since 1970.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |   |

| A                                                                                                                                                                                        | B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | D |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <p>Pg. 160 Shows graph about HS seniors who do illegal activities. Context not age appropriate, relevant or meaningful to students.</p>                                                  | <p><b>Application Exercises</b><br/>The graphs show the percentage of high school seniors who had ever used alcohol or marijuana.</p> <p>Source: University of Michigan Institute for Social Research</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |
| <p>Page 337 Pushes vaccine as the only way to stop coronavirus from 2020. Content not relevant or meaningful to students as many have a religious or moral belief against vaccines.</p>  | <p>In 2020, our lives were upended with a sense of uncertainty about the future. The coronavirus, the COVID-19 pandemic, has affected millions of Americans, resulting in the loss of lives and livelihoods. As of this writing, the pandemic is far from under control, with experts predicting that between 70% and 90% of the U.S. population will be infected. Figure 2.12 shows the number of new coronavirus cases for seven selected days in 2020.</p> <p>Source: Center for Disease Control</p>                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |
| <p>15. Pg. R435, ch. 6 intro mentions gender imbalance and sexual abstinence among young adults. Emphasis does not portray gender fairness, advocacy and is biased.</p>                  | <p>As our intellects develop, we learn to reverse the direction of our thinking. Reversibility of thought is found throughout arithmetic and algebra: addition is reversed by subtraction; multiplication is reversed by division; multiplying polynomials is reversed by factoring. In this chapter, we reverse the process of raising a number to an <math>n</math>th power by finding an <math>n</math>th root. Models with roots describe an array of unique applications, including gender imbalance on campus, the percentage of full-time college students with jobs, marriage discrimination, sexual abstinence among young adults, and the pay gap between men's and women's earnings.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |
| <p>R1, Ch. 1 intro mentions college gender imbalance and gender divide in salaries for college graduates. Emphasis does not portray gender fairness, gender advocacy, and is biased.</p> | <p><b>Here's where you'll find these applications:</b></p> <ul style="list-style-type: none"> <li>We revisit the issue of gender imbalance on college campuses in Example 4 of Section 9.5.</li> <li>The percentage of full-time college students with jobs is modeled in Exercises 95–97.</li> <li>The pay gap is modeled in the Blitzzer Bonus on pages R466–R467.</li> <li>A model related to marriage discrimination is developed in Exercises 59–60 of Exercise Set 9.5.</li> <li>Sexual abstinence among young people is the application for the model in Example 4 of Section 9.5.</li> </ul>                                                                                                | <p><b>Variables, Real Numbers, and Mathematical Models</b></p> <p>What can algebra possibly tell me about</p> <ul style="list-style-type: none"> <li>the rising cost of movie ticket prices over the years?</li> <li>how I can stretch or shrink my lifespan?</li> <li>the widening imbalance between numbers of women and men on college campuses?</li> <li>the widening imbalance between salaries of male and female college graduates?</li> <li>the widening imbalance between salaries of male and female college graduates?</li> </ul> <p>In this chapter, you will learn how the special language of algebra describes your world.</p> |   |


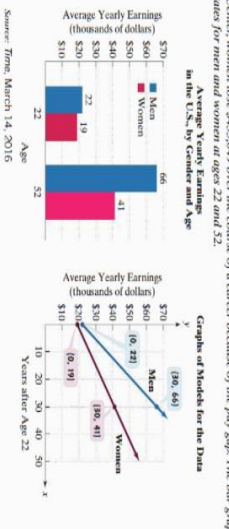
| A                                                                                                                                                   | B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | C                                                                                                                                                                                                                                                                                                                                                                                                      | D |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <p>R439 – Gender imbalance on US college campuses. Emphasis does not portray gender fairness, gender advocacy, and is biased.</p>                   | <p>Can you see that the percentage of degrees awarded to women is slowing down for the period shown? Based on the shape of the graph of <math>y = \sqrt{x}</math>, square roots can be used to model the data.</p> <p><b>EXAMPLE 4</b><br/>A Matter of Degree: Modeling Gender Imbalance on U.S. College Campuses</p> <p>The mathematical model</p> $P = 2.2\sqrt{T} + 45$ <p>describes the percentage of bachelor's degrees, <math>P</math>, awarded to women in U.S. colleges 7 years after 1975. Use the formula to find the percentage, to the nearest percent, of degrees awarded to women in 2015.</p> |                                                                                                                                                                                                                                                                                                                                                                                                        |   |
| <p>R131 #71-72 emphasizing difference between male and female wages. Emphasis does not portray gender fairness, gender advocacy, and is biased.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                        |   |
| <p>pg. 126 #66 Gender bias. Emphasis does not portray gender fairness, gender advocacy, and is biased.</p>                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                        |   |
| <p>Do materials align to Rule GA-1.094124, F.A.C., which prohibits Critical</p>                                                                     | <p>Bid 398-Mathematics for College Statistics</p> <p>3 - Fair Alignment</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>... gender identity" - occurs for other problems when referencing gender as a variable in the experiment; p. 354 - Just Checking - gender identity; p. 449 #1; p. 453 #40; p. 524 bottom of page; p. 547 race in two way table (note refers to</p>                                                                                                                                                  |   |
| <p>Do materials align to Rule GA-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?</p>                      | <p>Bid 400-Precalculus</p> <p>4 - Good Alignment</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>pg. 452 ("Intermarriage"</p>                                                                                                                                                                                                                                                                                                                                                                        |   |
| <p>Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?</p>                      | <p>Bid 395-Probability and Statistics Honors</p> <p>3 - Fair Alignment</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Pages 35 (race and college plans), 668 (racial profiling in policing), A-34 (discrimination in magnet school admissions), and A-73 ("too many" white police in NYPD compared to racial makeup of the community) may violate the rule's prohibitions about racism being embedded in society and legal systems and/or that race is the most important factor in considering an aspect of society.</p> |   |
| <p>Bid 401-Mathematics for College Liberal Arts</p>                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                        |   |

| A                                                                                                                                                                                                                                                                                  | B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | C          | D  |    |   |    |    |    |    |    |   |   |                            |    |   |    |    |   |    |    |    |    |   |                                 |   |   |   |   |   |   |   |   |   |    |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----|----|---|----|----|----|----|----|---|---|----------------------------|----|---|----|----|---|----|----|----|----|---|---------------------------------|---|---|---|---|---|---|---|---|---|----|--|--|
| <p>1. Preface<br/>–<br/>“Measuring racial prejudice by age (exercise set 2.1)”</p>                                                                                                                                                                                                 | <p>New applications include student-loan debt (Exercise Set 1.2), movie rental options (Exercise Set 1.3), impediments to academic performance (Section 2.1), measuring racial prejudice, by age (Exercise Set 2.1),</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            |    |    |   |    |    |    |    |    |   |   |                            |    |   |    |    |   |    |    |    |    |   |                                 |   |   |   |   |   |   |   |   |   |    |  |  |
| <p>2. Page 62<br/>– Bar graph shown with title, “Measuring Racial Prejudice, by Age<br/>3. Pg. 182 #17, “It is not the case that the United States has eradicated poverty or racism.”<br/>The answer to this is “The United States has eradicated neither poverty nor racism.”</p> | <p><i>The Bar Graph Shows the Differences among age groups on the Implicit Association Test. Higher scores indicate stronger bias. Higher scores indicate stronger bias.</i></p> <p>Measuring Racial Prejudice, by Age</p> <p>Score on the Implicit Association Test</p> <p>Age Range</p> <p>Below 18-24 18-24 25-34 35-44 45-54 55-64 65+</p> <p>KEY: &lt;15: little or no bias<br/>15-35: slight bias<br/>35-65: moderate bias<br/>65-85: moderate to strong bias</p> <p>Group 1: 28<br/>Group 2: 32<br/>Group 3: 34<br/>Group 4: 31<br/>Group 5: 34<br/>Group 6: 34<br/>Group 7: 42</p> <p>Source: The Race Implicit Association Test on the Project Implicit Demonstration Website</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |            |    |    |   |    |    |    |    |    |   |   |                            |    |   |    |    |   |    |    |    |    |   |                                 |   |   |   |   |   |   |   |   |   |    |  |  |
| <p>17. It is not the case that the United States has eradicated poverty or racism.</p>                                                                                                                                                                                             | <p><i>In Exercises 11–26, use De Morgan’s laws to write a statement that is equivalent to the given statement.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |            |    |    |   |    |    |    |    |    |   |   |                            |    |   |    |    |   |    |    |    |    |   |                                 |   |   |   |   |   |   |   |   |   |    |  |  |
| <p>4. Same as #1</p>                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            |    |    |   |    |    |    |    |    |   |   |                            |    |   |    |    |   |    |    |    |    |   |                                 |   |   |   |   |   |   |   |   |   |    |  |  |
| <p>7. Page 828, section 12.6. Lesson talks about the relationship between education and prejudice. No source for the data, no explanation of type of prejudice.<br/>8. pg. 198 A1 Gore/Rush Limbaugh argument</p>                                                                  | <p><b>Scatter Plots and Correlation</b></p> <p>Is there a relationship between education and prejudice? With increased education, does a person’s level of prejudice tend to decrease? Notice that we are interested in two quantities—years of education and level of prejudice. For each person in our sample, we will record the number of years of school completed and the score on a test measuring prejudice. Higher scores on this 1-10 test indicate greater prejudice. Using <math>x</math> to represent years of education and <math>y</math> to represent scores on a test measuring prejudice, <b>Table 12.17</b> shows these two quantities for a random sample of ten people.</p> <p><b>TABLE 12.17</b> Recording Two Quantities in a Sample of Ten People</p> <table border="1"> <thead> <tr> <th>Respondent</th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> <th>G</th> <th>H</th> <th>I</th> <th>J</th> </tr> </thead> <tbody> <tr> <td>Years of education (<math>x</math>)</td> <td>12</td> <td>5</td> <td>14</td> <td>13</td> <td>8</td> <td>10</td> <td>16</td> <td>11</td> <td>12</td> <td>4</td> </tr> <tr> <td>Score on prejudice test (<math>y</math>)</td> <td>1</td> <td>7</td> <td>2</td> <td>3</td> <td>5</td> <td>4</td> <td>1</td> <td>2</td> <td>3</td> <td>10</td> </tr> </tbody> </table> | Respondent | A  | B  | C | D  | E  | F  | G  | H  | I | J | Years of education ( $x$ ) | 12 | 5 | 14 | 13 | 8 | 10 | 16 | 11 | 12 | 4 | Score on prejudice test ( $y$ ) | 1 | 7 | 2 | 3 | 5 | 4 | 1 | 2 | 3 | 10 |  |  |
| Respondent                                                                                                                                                                                                                                                                         | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | B          | C  | D  | E | F  | G  | H  | I  | J  |   |   |                            |    |   |    |    |   |    |    |    |    |   |                                 |   |   |   |   |   |   |   |   |   |    |  |  |
| Years of education ( $x$ )                                                                                                                                                                                                                                                         | 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 5          | 14 | 13 | 8 | 10 | 16 | 11 | 12 | 4  |   |   |                            |    |   |    |    |   |    |    |    |    |   |                                 |   |   |   |   |   |   |   |   |   |    |  |  |
| Score on prejudice test ( $y$ )                                                                                                                                                                                                                                                    | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 7          | 2  | 3  | 5 | 4  | 1  | 2  | 3  | 10 |   |   |                            |    |   |    |    |   |    |    |    |    |   |                                 |   |   |   |   |   |   |   |   |   |    |  |  |
| <p>56</p>                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            |    |    |   |    |    |    |    |    |   |   |                            |    |   |    |    |   |    |    |    |    |   |                                 |   |   |   |   |   |   |   |   |   |    |  |  |

| A                                                                                                                                                                       | B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | C                                                                                                      | D |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|---|
| <p>9. pg. 62<br/>"Measuring Racial Prejudice, by Age."<br/>Source is: Project Implicit Demonstration Website.</p>                                                       | <p>The bar graph shows the differences among age groups on the higher score indicates stronger bias.</p> <p>Score on the Implicit Association Test</p> <p>Age Range</p> <p>18-24 25-34 35-44 45-54 55-64 65-74 75-84 85-94</p> <p>31 31 31 31 31 31 31 31</p>                                                                                                                                                                                                                                        | <p>10. Ch.1 pg. 1 intro "The author is biased when it comes to global warming and climate crisis."</p> |   |
| <p>58 Pg. 28 #51-52<br/>Data is old.</p>                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>11. pg. 793<br/>Chart displaying US median income by race and gender is from 2015 data</p>          |   |
| <p>60 12. pg. 411<br/>lesson talks about how modern emphasis on ideal body shape is "major cause of eating disorders among adolescent women" no factual data given.</p> | <p><b>TELEVISION, MOVIES, AND MAGAZINES PLACE GREAT EMPHASIS ON PHYSICAL BEAUTY. OUR CULTURE</b> emphasizes physical appearance to such an extent that it is a central factor in the perception and judgment of others. The modern emphasis on thinness as the ideal body shape has been suggested as a major cause of eating disorders among adolescent women.</p>                                                                                                                                  |                                                                                                        |   |
| <p>61 13. pg. 879<br/>Purpose of the Electoral College (author's opinion) is given without counter argument or historical facts.</p>                                    | <p><b>Electoral College</b></p> <p>The Electoral College is a body of electors that elects the President and Vice President of the United States. It is made up of 538 electors, each representing a state or the District of Columbia. The number of electors for each state is based on the number of senators and representatives that state has in Congress. The District of Columbia has three electors. To win the presidency, a candidate must receive a majority of 270 electoral votes.</p> |                                                                                                        |   |
| <p>62 14. same as #7</p>                                                                                                                                                | <p>14. same as #7</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                        |   |
| <p>63</p>                                                                                                                                                               | <p>14. same as #7</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                        |   |



| A                                                                                                                                                                                        | B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | C | D |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| <p>15. Pg. 109<br/>Problem #49<br/>Survey of college students determining behaviors re: alcohol, cigarettes and illegal drugs.<br/>"Context not relevant or meaningful to students."</p> | <p>49. An anonymous survey of college students was taken to determine behaviors regarding alcohol, cigarettes, and illegal drugs. The survey results are shown in the table below. 665 smoked cigarettes, 192 used illegal drugs regularly, 665 drank alcohol regularly, and smoked cigarettes 424 times in the past year. How many students used illegal drugs and smoked cigarettes in the past year? How many students used illegal drugs and smoked cigarettes in the past year? How many students used illegal drugs and smoked cigarettes in the past year?</p> <p>665 smoked cigarettes, 192 used illegal drugs regularly, 665 drank alcohol regularly, and smoked cigarettes 424 times in the past year. How many students used illegal drugs and smoked cigarettes in the past year? How many students used illegal drugs and smoked cigarettes in the past year? How many students used illegal drugs and smoked cigarettes in the past year?</p> <p>665 smoked cigarettes, 192 used illegal drugs regularly, 665 drank alcohol regularly, and smoked cigarettes 424 times in the past year. How many students used illegal drugs and smoked cigarettes in the past year? How many students used illegal drugs and smoked cigarettes in the past year? How many students used illegal drugs and smoked cigarettes in the past year?</p> <p>665 smoked cigarettes, 192 used illegal drugs regularly, 665 drank alcohol regularly, and smoked cigarettes 424 times in the past year. How many students used illegal drugs and smoked cigarettes in the past year? How many students used illegal drugs and smoked cigarettes in the past year? How many students used illegal drugs and smoked cigarettes in the past year?</p> |   |   |
| <p>64</p>                                                                                                                                                                                | <p>16. multiple mentions of marijuana. Pg. 835. "not age-appropriate."</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |   |
| <p>65</p>                                                                                                                                                                                | <p>17. Ch. 3 pg. 198. #81 asks students to write valid arguments on questions. "Context not appropriate, relevant or meaningful to students"</p> <p>81. Write a valid argument on one of the following questions. If you can, write valid arguments on both sides.</p> <ol style="list-style-type: none"> <li>Should the death penalty be abolished?</li> <li>Should <i>Roe v. Wade</i> be overturned?</li> <li>Are online classes a good idea?</li> <li>Should recreational marijuana be legalized?</li> <li>Should grades be abolished?</li> <li>Should the Electoral College be replaced with a popular vote?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |   |
| <p>66</p>                                                                                                                                                                                | <p>18. Pg. 714, #61 mentions jokes about marriage and divorce. Content may be sensitive and not age-appropriate.</p> <p>61. Write a valid argument on one of the following questions. If you can, write valid arguments on both sides.</p> <ol style="list-style-type: none"> <li>Should the death penalty be abolished?</li> <li>Should <i>Roe v. Wade</i> be overturned?</li> <li>Are online classes a good idea?</li> <li>Should recreational marijuana be legalized?</li> <li>Should grades be abolished?</li> <li>Should the Electoral College be replaced with a popular vote?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |   |
| <p>67</p>                                                                                                                                                                                | <p>19. Pg. 799, #68 Question about mean or median for anti-US and pro-US propaganda.</p> <p>68. The "average" increase in the United States was the given by which percentage would be used in each US propaganda? Which percentage would be used in each US propaganda? Which percentage would be used in each US propaganda?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |   |
| <p>68</p>                                                                                                                                                                                | <p>20. pg. 329 Talks about white population decreasing. Context not relevant or meaningful.</p> <p>20. The white population in the United States was the given by which percentage would be used in each US propaganda? Which percentage would be used in each US propaganda? Which percentage would be used in each US propaganda?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |   |
| <p>69</p>                                                                                                                                                                                | <p>20. pg. 329 Talks about white population decreasing. Context not relevant or meaningful.</p> <p>20. The white population in the United States was the given by which percentage would be used in each US propaganda? Which percentage would be used in each US propaganda? Which percentage would be used in each US propaganda?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |   |

|    | A                                                                                                                                                                            | B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | C | D |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 70 | <p>21. pg. 793<br/>Chart shows wage gap between gender and race. Emphasis doesn't portray gender and ethnicity fairness and is biased.</p>                                   | <p>21. pg. 793<br/>Chart shows wage gap between gender and race. Emphasis doesn't portray gender and ethnicity fairness and is biased.</p>  <p>Figure 12.7<br/>Source: U.S. Census Bureau</p>                                                                                                                                                                                                                                                                                                                                                                                    |   |   |
| 71 | <p>22. pg. 380.<br/>#72 question is about a male drafted by military with gender bias. Emphasis does not portray gender fairness, advocacy, and is biased.</p>               | <p>72. It was wartime when the Ricardos found out Mrs. Ricardo was pregnant. Ricky Ricardo was drafted and made out a will, deciding that \$14,000 in a savings account was to be divided between his wife and his child-to-be. Rather strangely, and certainly with gender bias, Ricky stipulated that if the child were a boy, he would get twice the amount of the mother's portion. If it were a girl, the mother would get twice the amount the girl was to receive. We'll never know what Ricky was thinking of, for (as fate would have it) he did not return from the war. Mrs. Ricardo gave birth to twins—a boy and a girl. How was the money divided?</p> |   |   |
| 72 | <p>23. pg. 437, questions regarding women losing \$435, 049 due to pay gap. Source is Time Magazine. Emphasis does not portray gender fairness, advocacy, and is biased.</p> | <p>The Pay Gap. How wide is the chasm between what men and women earn in the workplace? According to a 2015 analysis from the National Women's Law Center, women lose \$435,049 over the course of a career because of the pay gap. The bar graph shows the average earnings in the United States for men and women at ages 22 and 52.</p>  <p>Graphs of Models for the Data</p>                                                                                                                                                                                                   |   |   |
| 73 | <p>24. Pg. 714, #61 mentions anti-semitic joke. Does not portray multicultural fairness and advocacy.</p>                                                                    | <p>Same as #18</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |   |

**From:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

**Sent:** Friday, April 22, 2022 1:36 PM EDT

**To:** Richmond; James

**CC:** Seeds, Cathy; Baumbach, Amber

**Subject:** RE: IM Appeals-Tracking

**Attachment(s):** "Tracking Spreadsheet.xlsx", "image001.png"

Updated spreadsheet with Big Ideas and Math Nation's official appeals.

We currently have six appeals. Amber is scheduling the initial calls for Monday. J

Thanks!

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

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**From:** Hamilton, Lauren

**Sent:** Friday, April 22, 2022 10:51 AM

**To:** Richmond, James <James.Richmond@fldoe.org>

**Cc:** Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Subject:** IM Appeals-Tracking

Hi Jim,

I have attached the tracking spreadsheet for appeals. Any issues with special topics are pasted on each publishers tab. All standards alignment issues are separate pdf's with reviewer evaluations.

Let me know if you need anything else!

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

|    | A                         | B                             | C            | D         |
|----|---------------------------|-------------------------------|--------------|-----------|
|    | Non-Adopted Publishers    |                               |              |           |
| 1  |                           |                               |              |           |
| 2  | Publisher                 | Contact Name:                 | Inquiry(Y/N) | Date      |
| 3  | Accelerate Learning       | dbauer@acceleratelearning.com | Y            | 4/18/2022 |
| 4  | Agile Mind                | tullismark@gmail.com          | Y            | 4/19/2022 |
| 5  | Bedford, Freeman, & Worth | kara.miller@macmillan.com     | Y            | 4/18/2022 |
| 6  | Big Ideas Learning        | klatch@larsonontexts.com      | Y            | 4/18/2022 |
| 7  | Carnegie Learning         | rpait@carnegielearning.com    | N            |           |
| 8  | Cengage Learning          | Bev.Jones@cengage.com         | Y            | 4/19/2022 |
| 9  | EdGems                    | dori@edgems.com               |              |           |
| 10 | Houghton Mifflin Harcourt | Lataviance.Taylor@hmhco.com   | Y            | 4/18/2022 |
| 11 | Link-Systems              | obergeton@link-systems.com    | Y            | 4/18/2022 |
| 12 | Math Nation               | ashley@mathnation.com         | Y            | 4/18/2022 |
| 13 | McGraw Hill               | Kim.Harvey@mheducation.com    |              |           |
| 14 | Savvas                    | rachel.scanga@savvas.com      | Y            | 4/18/2022 |

|    | E                     | F         | G                                | H                            |
|----|-----------------------|-----------|----------------------------------|------------------------------|
| 1  |                       |           |                                  |                              |
| 2  | Official Appeal (Y/N) | Date2     | Note                             | Response                     |
| 3  |                       |           |                                  | Sent Evals 4/21              |
| 4  | Y                     | 4/21/2022 | Emailed official appeal letter   | Sent Evals 4/21              |
| 5  | Y                     | 4/21/2022 | Mailed/emailed official appeal   | Sent Evals 4/21              |
| 6  | Y                     | 4/22/2022 | Emailed official appeal letter   | Sent Evals 4/21              |
| 7  |                       |           | Spoke with Muffer/publisher      | **No request made as of 4/21 |
| 8  |                       |           |                                  | Sent Evals 4/21              |
| 9  | Y                     | 4/19/2022 | Mailed in official appeal letter | Sent Evals 4/21              |
| 10 |                       |           |                                  | Sent Evals 4/20              |
| 11 |                       |           |                                  | Sent Evals 4/21              |
| 12 | Y                     | 4/22/2022 | Emailed official appeal letter   |                              |
| 13 | Y                     | 4/18/2022 | Emailed official appeal letter   | Sent Evals 4/21              |
| 14 |                       |           |                                  | Sent Evals 4/21              |

| A<br>Bid # | B<br>Course                                                                                                                                       | C<br>Title                                                                          | D<br>Special Topics (Y/N) | E<br>Subject-Specific Standards Score |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------|---------------------------------------|
| 1          |                                                                                                                                                   |                                                                                     |                           |                                       |
| 2          | 329] Grade 4 Accelerated (Special Topics)                                                                                                         | STEMscopes Florida Math                                                             | Special Topics (Y/N)      | 4                                     |
| 3          | 331] Foundational Skills in Mathematics 3-5 (Special Topics)                                                                                      | STEMscopes Florida Math                                                             |                           | 4                                     |
| 4          |                                                                                                                                                   |                                                                                     |                           |                                       |
| 5          |                                                                                                                                                   |                                                                                     |                           |                                       |
| 6          |                                                                                                                                                   |                                                                                     |                           |                                       |
| 7          |                                                                                                                                                   |                                                                                     |                           |                                       |
| 8          |                                                                                                                                                   |                                                                                     |                           |                                       |
| 9          |                                                                                                                                                   |                                                                                     |                           |                                       |
| 10         | Special Topic Evidence                                                                                                                            |                                                                                     |                           |                                       |
| 11         | Bid 329-Grade 4 Accelerated                                                                                                                       |                                                                                     |                           |                                       |
| 12         | Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?<br>3 - Fair Alignment | mentions Culturally responsive teaching but not CRT                                 |                           |                                       |
| 13         | Bid 331-Foundational Skills in Mathematics 3-5                                                                                                    |                                                                                     |                           |                                       |
| 14         | Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?<br>3 - Fair Alignment | culturally responsive teaching is mentioned but not related to critical race theory |                           |                                       |

|    | F                               | G                              | H            | I                                  |
|----|---------------------------------|--------------------------------|--------------|------------------------------------|
|    | Emailed Dept regarding Appeals: | Evaluations and Breakdown Sent | Appeal Filed | What Needs to be Discussed at Call |
| 1  |                                 |                                |              |                                    |
| 2  | Y                               |                                |              |                                    |
| 3  | Y                               | 21-Apr<br>21-Apr               |              |                                    |
| 4  |                                 |                                |              |                                    |
| 5  |                                 |                                |              |                                    |
| 6  |                                 |                                |              |                                    |
| 7  |                                 |                                |              |                                    |
| 8  |                                 |                                |              |                                    |
| 9  |                                 |                                |              |                                    |
| 10 |                                 |                                |              |                                    |
| 11 |                                 |                                |              |                                    |
| 12 |                                 |                                |              |                                    |
| 13 |                                 |                                |              |                                    |
| 14 |                                 |                                |              |                                    |

|    | J                                                        | K                                       | L                               | M | N |
|----|----------------------------------------------------------|-----------------------------------------|---------------------------------|---|---|
| 1  | Negotiation call: (due within 7 days of appeal deadline) | Changes due from publisher: (2-3 weeks) | Content Specialist Review Sent: |   |   |
| 2  |                                                          |                                         |                                 |   |   |
| 3  |                                                          |                                         |                                 |   |   |
| 4  |                                                          |                                         |                                 |   |   |
| 5  |                                                          |                                         |                                 |   |   |
| 6  |                                                          |                                         |                                 |   |   |
| 7  |                                                          |                                         |                                 |   |   |
| 8  |                                                          |                                         |                                 |   |   |
| 9  |                                                          |                                         |                                 |   |   |
| 10 |                                                          |                                         |                                 |   |   |
| 11 |                                                          |                                         |                                 |   |   |
| 12 |                                                          |                                         |                                 |   |   |
| 13 |                                                          |                                         |                                 |   |   |
| 14 |                                                          |                                         |                                 |   |   |

Accelerate



|   | A     | B                       | C                             | D                    | E                                | F           | G           | H            |
|---|-------|-------------------------|-------------------------------|----------------------|----------------------------------|-------------|-------------|--------------|
|   | Bid # | Course                  | Title                         | Special Topics (Y/N) | Subject-Specific Standards Score | Emailed Del | Evaluations | Appeal Filed |
| 1 | 336   | Algebra 1-B (Standards) | Intensified Algebra I (Vol 2) | N                    | 3.3                              | Yes         | 21-Apr      | 21-Apr       |

|   |            |             |             |                    |        |       |
|---|------------|-------------|-------------|--------------------|--------|-------|
|   | I          | J           | K           | L                  | M      | N     |
| 1 | What Needs | Negotiation | Changes due | Content Specialist | Review | Sent: |
| 2 |            |             |             |                    |        |       |

|    | A                                                                                                                       | B                                                  | C                                                                                                               | D                    |
|----|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------|
| 1  | Bid #                                                                                                                   | Course                                             | Title                                                                                                           | Special Topics (Y/N) |
| 2  | 408                                                                                                                     | Probability and Statistics Honors (Special Topics) | Statistics and Probability with Applications                                                                    | Y                    |
| 3  |                                                                                                                         |                                                    |                                                                                                                 |                      |
| 4  |                                                                                                                         |                                                    |                                                                                                                 |                      |
| 5  |                                                                                                                         |                                                    |                                                                                                                 |                      |
| 6  |                                                                                                                         |                                                    |                                                                                                                 |                      |
| 7  |                                                                                                                         |                                                    |                                                                                                                 |                      |
| 8  |                                                                                                                         |                                                    |                                                                                                                 |                      |
| 9  |                                                                                                                         | Special Topic Evidence                             |                                                                                                                 |                      |
| 10 |                                                                                                                         | Bid 408-Probability and Statistics Honors          |                                                                                                                 |                      |
| 11 | Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials? | 5- Very Good Alignment                             | CRT not in instructional materials- Look at Additional Questions 10.1 Response Bias in Activities and Due Dates |                      |

|    | E               | F          | G           | H            | I          | J           | K           | L            | M          | N            |
|----|-----------------|------------|-------------|--------------|------------|-------------|-------------|--------------|------------|--------------|
| 1  | Standards Score | Emailed De | Evaluations | Appeal Filed | What Needs | Negotiation | Changes dur | Content Spec | Specialist | Review Sent: |
| 2  | 4.6             | Yes        | 21-Apr      | 21-Apr       |            |             |             |              |            |              |
| 3  |                 |            |             |              |            |             |             |              |            |              |
| 4  |                 |            |             |              |            |             |             |              |            |              |
| 5  |                 |            |             |              |            |             |             |              |            |              |
| 6  |                 |            |             |              |            |             |             |              |            |              |
| 7  |                 |            |             |              |            |             |             |              |            |              |
| 8  |                 |            |             |              |            |             |             |              |            |              |
| 9  |                 |            |             |              |            |             |             |              |            |              |
| 10 |                 |            |             |              |            |             |             |              |            |              |
| 11 |                 |            |             |              |            |             |             |              |            |              |

BFW

|    | A                                                                                                                                                                                  | B                                         | C                                                                                                                                                                                                                                       | D                    |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
|    | Bid #                                                                                                                                                                              | Course                                    | Title                                                                                                                                                                                                                                   | Special Topics (Y/N) |
| 1  | 298                                                                                                                                                                                | Mathematics-Kindergarten (Special Topics) | Florida's B.E.S.T. Standards for MATH Grade K                                                                                                                                                                                           | Y(See below)         |
| 2  | 299                                                                                                                                                                                | Mathematics-Grade One (Special Topics)    | Florida's B.E.S.T. Standards for MATH Grade 1                                                                                                                                                                                           | Y(See below)         |
| 3  | 302                                                                                                                                                                                | Mathematics-Grade Four (Special Topics)   | Florida's B.E.S.T. Standards for MATH Grade 4                                                                                                                                                                                           | Y(See below)         |
| 4  | 311                                                                                                                                                                                | Algebra 2 (Standards)                     | Florida's B.E.S.T. Standards for MATH Algebra 2 with CalcChar® and CalcView                                                                                                                                                             | N                    |
| 5  |                                                                                                                                                                                    |                                           |                                                                                                                                                                                                                                         |                      |
| 6  |                                                                                                                                                                                    |                                           |                                                                                                                                                                                                                                         |                      |
| 7  |                                                                                                                                                                                    |                                           |                                                                                                                                                                                                                                         |                      |
| 8  |                                                                                                                                                                                    |                                           |                                                                                                                                                                                                                                         |                      |
| 9  |                                                                                                                                                                                    |                                           |                                                                                                                                                                                                                                         |                      |
| 10 |                                                                                                                                                                                    |                                           |                                                                                                                                                                                                                                         |                      |
| 11 |                                                                                                                                                                                    |                                           |                                                                                                                                                                                                                                         |                      |
| 12 |                                                                                                                                                                                    |                                           |                                                                                                                                                                                                                                         |                      |
| 13 |                                                                                                                                                                                    |                                           | Special Topic Evidence                                                                                                                                                                                                                  |                      |
| 14 |                                                                                                                                                                                    |                                           | Bid 298-Grade K                                                                                                                                                                                                                         |                      |
| 15 | Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 3 - Fair Alignment                        | The introductory pages say that the Math Musicals incorporate SEL. These are extra activities and not part of the core program, as far as I can tell. The Math Musicals could also be used without asking the SEL discussion questions. |                      |
| 16 |                                                                                                                                                                                    |                                           | Bid 299-Grade 1                                                                                                                                                                                                                         |                      |
| 17 | Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 2 - Poor Alignment                        | social emotional learning addressed in Math musicals but seem to be appropriately directed                                                                                                                                              |                      |
| 18 |                                                                                                                                                                                    |                                           | Bid 302-Grade 4                                                                                                                                                                                                                         |                      |
| 19 | Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 1 - Very Poor/No Alignment                | Lesson videos include SEL lessons within the content lesson.                                                                                                                                                                            |                      |

|    | E               | F          | G           | H            | I          | J           | K           | L       | M          | N            |
|----|-----------------|------------|-------------|--------------|------------|-------------|-------------|---------|------------|--------------|
| 1  | Standards Score | Emailed De | Evaluations | Appeal Filed | What Needs | Negotiation | Changes due | Content | Specialist | Review Sent: |
| 2  | 4.8             | Yes        | 21-Apr      |              |            |             |             |         |            |              |
| 3  | 4.8             | Yes        | 21-Apr      |              |            |             |             |         |            |              |
| 4  | 4.1             | Yes        | 21-Apr      |              |            |             |             |         |            |              |
| 5  | 3.4             | Yes        | 21-Apr      |              |            |             |             |         |            |              |
| 6  |                 |            |             |              |            |             |             |         |            |              |
| 7  |                 |            |             |              |            |             |             |         |            |              |
| 8  |                 |            |             |              |            |             |             |         |            |              |
| 9  |                 |            |             |              |            |             |             |         |            |              |
| 10 |                 |            |             |              |            |             |             |         |            |              |
| 11 |                 |            |             |              |            |             |             |         |            |              |
| 12 |                 |            |             |              |            |             |             |         |            |              |
| 13 |                 |            |             |              |            |             |             |         |            |              |
| 14 |                 |            |             |              |            |             |             |         |            |              |
| 15 |                 |            |             |              |            |             |             |         |            |              |
| 16 |                 |            |             |              |            |             |             |         |            |              |
| 17 |                 |            |             |              |            |             |             |         |            |              |
| 18 |                 |            |             |              |            |             |             |         |            |              |
| 19 |                 |            |             |              |            |             |             |         |            |              |

|   | A                                                                                     | B                                                      | C                                                                                   | D                    | E               | F          |
|---|---------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------|-----------------|------------|
|   | Bid #                                                                                 | Course                                                 | Title                                                                               | Special Topics (Y/N) | Standards Score | Emailed De |
| 1 | 363                                                                                   | M/J Foundational Skills in Mathematics 6-8 (Standards) | Carnegie Learning FL Foundational Skills in Mathematics 6-8 Digital Student License | N                    | 3.1             | No         |
| 2 |                                                                                       |                                                        |                                                                                     |                      |                 |            |
| 3 |                                                                                       |                                                        |                                                                                     |                      |                 |            |
| 4 |                                                                                       |                                                        |                                                                                     |                      |                 |            |
| 5 |                                                                                       |                                                        |                                                                                     |                      |                 |            |
| 6 | **Cathy spoke with Carnegie 4/21 - Awaiting final decision/learning towards no appeal |                                                        |                                                                                     |                      |                 |            |

|   | G           | H            | I          | J           | K           | L                  | M      | N     |
|---|-------------|--------------|------------|-------------|-------------|--------------------|--------|-------|
| 1 | Evaluations | Appeal Filed | What Needs | Negotiation | Changes due | Content Specialist | Review | Sent: |
| 2 | No          |              |            |             |             |                    |        |       |
| 3 |             |              |            |             |             |                    |        |       |
| 4 |             |              |            |             |             |                    |        |       |
| 5 |             |              |            |             |             |                    |        |       |
| 6 |             |              |            |             |             |                    |        |       |



| A     | B                                                                                                                                               | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|------|------|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|
| Bid # | Course                                                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| 448   | Pre-Calculus Honors (Special Topics)                                                                                                            | Precalculus with Limits: A Graphing Approach with CalcChar and CalcView                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| 3     |                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| 4     |                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| 5     |                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| 6     |                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| 7     |                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| 8     |                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| 9     |                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| 10    | Bid 448-Precalculus Honors                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| 11    | <p>1. Appendix B, B.1 exercises, #11 About percentage of individuals living below poverty line in 2016. Content not meaningful to students.</p> | <p><b>11. Demographic Data</b> The list shows the percentages of individuals living below the poverty level in the 50 states in 2016. Use a frequency distribution and <i>Normal Probability Plots</i> (Appendix D.5, <i>Graphing Technology</i>) to determine if the data are normally distributed.</p> <p><b>DATA</b></p> <table border="1"> <tr><td>AK</td><td>10.9</td><td>AL</td><td>16.3</td><td>AR</td><td>16.1</td><td>AZ</td><td>16.6</td></tr> <tr><td>CA</td><td>11.9</td><td>CO</td><td>10.8</td><td>CT</td><td>10.1</td><td>DE</td><td>10.1</td></tr> <tr><td>HI</td><td>11.7</td><td>FL</td><td>12.7</td><td>GA</td><td>12.7</td><td>IA</td><td>12.7</td></tr> <tr><td>IL</td><td>12.5</td><td>IN</td><td>10.4</td><td>KS</td><td>12.7</td><td>KY</td><td>12.7</td></tr> <tr><td>ME</td><td>12.4</td><td>MA</td><td>11.9</td><td>LA</td><td>12.4</td><td>MO</td><td>11.4</td></tr> <tr><td>MS</td><td>20.1</td><td>MD</td><td>11.8</td><td>MT</td><td>11.8</td><td>ND</td><td>10.9</td></tr> <tr><td>NC</td><td>11.5</td><td>NE</td><td>13.0</td><td>NH</td><td>11.6</td><td>NM</td><td>10.9</td></tr> <tr><td>OK</td><td>11.5</td><td>NY</td><td>11.7</td><td>RI</td><td>11.6</td><td>OH</td><td>14.4</td></tr> <tr><td>OR</td><td>11.5</td><td>SC</td><td>14.7</td><td>SD</td><td>11.6</td><td>OK</td><td>14.4</td></tr> <tr><td>VA</td><td>11.3</td><td>VT</td><td>10.3</td><td>WA</td><td>11.3</td><td>WV</td><td>14.3</td></tr> <tr><td>WA</td><td>10.3</td><td>WY</td><td>10.3</td><td>WI</td><td>11.1</td><td>WY</td><td>11.1</td></tr> </table> | AK   | 10.9 | AL   | 16.3 | AR   | 16.1 | AZ | 16.6 | CA | 11.9 | CO | 10.8 | CT | 10.1 | DE | 10.1 | HI | 11.7 | FL | 12.7 | GA | 12.7 | IA | 12.7 | IL | 12.5 | IN | 10.4 | KS | 12.7 | KY | 12.7 | ME | 12.4 | MA | 11.9 | LA | 12.4 | MO | 11.4 | MS | 20.1 | MD | 11.8 | MT | 11.8 | ND | 10.9 | NC | 11.5 | NE | 13.0 | NH | 11.6 | NM | 10.9 | OK | 11.5 | NY | 11.7 | RI | 11.6 | OH | 14.4 | OR | 11.5 | SC | 14.7 | SD | 11.6 | OK | 14.4 | VA | 11.3 | VT | 10.3 | WA | 11.3 | WV | 14.3 | WA | 10.3 | WY | 10.3 | WI | 11.1 | WY | 11.1 |
| AK    | 10.9                                                                                                                                            | AL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 16.3 | AR   | 16.1 | AZ   | 16.6 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| CA    | 11.9                                                                                                                                            | CO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 10.8 | CT   | 10.1 | DE   | 10.1 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| HI    | 11.7                                                                                                                                            | FL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 12.7 | GA   | 12.7 | IA   | 12.7 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| IL    | 12.5                                                                                                                                            | IN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 10.4 | KS   | 12.7 | KY   | 12.7 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| ME    | 12.4                                                                                                                                            | MA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 11.9 | LA   | 12.4 | MO   | 11.4 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| MS    | 20.1                                                                                                                                            | MD                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 11.8 | MT   | 11.8 | ND   | 10.9 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| NC    | 11.5                                                                                                                                            | NE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 13.0 | NH   | 11.6 | NM   | 10.9 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| OK    | 11.5                                                                                                                                            | NY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 11.7 | RI   | 11.6 | OH   | 14.4 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| OR    | 11.5                                                                                                                                            | SC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 14.7 | SD   | 11.6 | OK   | 14.4 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| VA    | 11.3                                                                                                                                            | VT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 10.3 | WA   | 11.3 | WV   | 14.3 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| WA    | 10.3                                                                                                                                            | WY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 10.3 | WI   | 11.1 | WY   | 11.1 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| 12    | <p>2. Chapter 3 Example 5 is about the spread of a “contagious flu virus” that a student spreads.</p>                                           | <p><b>EXAMPLE 5</b> Spread of a Virus. A student returns from vacation with a contagious flu virus. The spread of the virus is modeled by</p> $y = \frac{1}{1 + 4000e^{-0.0001x}}$ <p>where <math>x</math> is the number of days since the student returned and <math>y</math> is the number of students who have contracted the virus. The spread of the virus is modeled by</p> $y = \frac{1}{1 + 4000e^{-0.0001x}}$ <p>where <math>x</math> is the number of days since the student returned and <math>y</math> is the number of students who have contracted the virus.</p> <p><b>Graphical Solution</b></p> <p>Use the graphing utility to graph the function <math>y = \frac{1}{1 + 4000e^{-0.0001x}}</math> for <math>0 \leq x \leq 50</math>. The graph shows that the number of students who have contracted the virus approaches 1 as <math>x</math> increases.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| 13    |                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |

|    | D                                    | E                      | F                               | G                     | H            | I          | J           |
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|    | Special Topics (Y/N)<br>Y(See below) | Standards Score<br>4.8 | Emailled De<br>Evaluations<br>Y | Evaluations<br>21-Apr | Appeal Filed | What Needs | Negotiation |
| 1  |                                      |                        |                                 |                       |              |            |             |
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|    | K           | L                  | M      | N     |
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| 1  | Changes due | Content Specialist | Review | Sent: |
| 2  |             |                    |        |       |
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| A | B      | C                                   | D                    | E               |
|---|--------|-------------------------------------|----------------------|-----------------|
| 1 | Course | Title                               | Special Topics (Y/N) | Standards Score |
| 2 | 316    | M/J Grade 7 Mathematics (Standards) | N                    | 3.4             |
| 3 | 320    | M/J Grade 8 Pre-Algebra (Standards) | N                    | 3.6             |

|   | F           | G           | H                  | I         | J           | K           | L                  | M      | N     |
|---|-------------|-------------|--------------------|-----------|-------------|-------------|--------------------|--------|-------|
| 1 | Emailed Def | Evaluations | Appeal Filed       | What Need | Negotiation | Changes due | Content Specialist | Review | Sent: |
| 2 | Y           | 21-Apr      | Mail copy received | 4/19      |             |             |                    |        |       |
| 3 | Y           | 21-Apr      | Mail copy received | 4/19      |             |             |                    |        |       |

| A     | B                                                                                                                                                                                                                                      | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | D                                                                                                     | E                                | F          |     |      |      |      |      |      |      |      |      |  |  |  |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------|------------|-----|------|------|------|------|------|------|------|------|--|--|--|
| Bid # | Course                                                                                                                                                                                                                                 | Title                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Special Topics (Y/N)                                                                                  | Subject-Specific Standards Score | Emailed De |     |      |      |      |      |      |      |      |      |  |  |  |
| 1     | 454                                                                                                                                                                                                                                    | Mathematics-Kindergarten (Special Topics)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | HMH Florida's B.E.S.T. Go Math!                                                                       | Y (see below)                    | 4.1        | Yes |      |      |      |      |      |      |      |      |  |  |  |
| 2     | 455                                                                                                                                                                                                                                    | Mathematics-Grade One (Standards)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | HMH Florida's B.E.S.T. Go Math!                                                                       | N                                | 3.8        | Yes |      |      |      |      |      |      |      |      |  |  |  |
| 3     | 456                                                                                                                                                                                                                                    | Mathematics-Grade Two (Special Topics)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | HMH Florida's B.E.S.T. Go Math!                                                                       | Y(see below)                     | 4.9        | Yes |      |      |      |      |      |      |      |      |  |  |  |
| 4     | 459                                                                                                                                                                                                                                    | Mathematics-Grade Five (Standards)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | HMH Florida's B.E.S.T. Go Math!                                                                       | N                                | 3.9        | Yes |      |      |      |      |      |      |      |      |  |  |  |
| 5     | 465                                                                                                                                                                                                                                    | Grade 6 Accelerated Mathematics (Standards)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | HMH Florida's B.E.S.T. Into Math Accelerated 6                                                        | N                                | 3.8        | Yes |      |      |      |      |      |      |      |      |  |  |  |
| 6     | 470                                                                                                                                                                                                                                    | Pre-Calculus Honors (Special Topics)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Pre-Calculus                                                                                          | Y(see below)                     | 4.8        | Yes |      |      |      |      |      |      |      |      |  |  |  |
| 7     | 471                                                                                                                                                                                                                                    | Pre-Calculus Honors (Special Topics)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Functions Modeling Change                                                                             | Y(see below)                     | 4.2        | Yes |      |      |      |      |      |      |      |      |  |  |  |
| 8     |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                       |                                  |            |     |      |      |      |      |      |      |      |      |  |  |  |
| 9     |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                       |                                  |            |     |      |      |      |      |      |      |      |      |  |  |  |
| 10    |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                       |                                  |            |     |      |      |      |      |      |      |      |      |  |  |  |
| 11    | Bid #454-Kindergarten                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                       |                                  |            |     |      |      |      |      |      |      |      |      |  |  |  |
| 12    | Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?                                                     | 3 - Fair Alignment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | The section "supporting all learners" contains references to peoples/cultures/equity in the TE.       |                                  |            |     |      |      |      |      |      |      |      |      |  |  |  |
| 13    | Bid #456-Grade Two                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                       |                                  |            |     |      |      |      |      |      |      |      |      |  |  |  |
| 14    | Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?                                                     | 3 - Fair Alignment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Attempts at multicultural teaching is evident. Ex. - types of housing for different groups of people. |                                  |            |     |      |      |      |      |      |      |      |      |  |  |  |
| 15    | Bid # 470-Precalculus Honors                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                       |                                  |            |     |      |      |      |      |      |      |      |      |  |  |  |
| 16    | 1. Section 1.2 #91-92 shows chart: global Carbon Emissions from Fossil Fuel Burning. Both say there is climate change but data doesn't show how burning fossil fuels relates to climate change and global warming. No source for data. | <p>For Exercises 91 and 92, refer to the following table:</p> <table border="1"> <thead> <tr> <th>YEAR</th> <th>MILLIONS OF TONS OF CARBON</th> </tr> </thead> <tbody> <tr> <td>1900</td> <td>500</td> </tr> <tr> <td>1925</td> <td>1000</td> </tr> <tr> <td>1950</td> <td>1500</td> </tr> <tr> <td>1975</td> <td>5000</td> </tr> <tr> <td>2000</td> <td>7000</td> </tr> </tbody> </table> <p>91. Climate Change: Global Warming. What is the average rate of change in global carbon emissions from fossil fuel burning from</p> <p>a. 1950 to 1950?<br/>b. 1950 to 2000?</p> <p>92. Climate Change: Global Warming. What is the average rate of change in global carbon emissions from fossil fuel burning from</p> <p>a. 1950 to 1975?<br/>b. 1975 to 2000?</p> <p>Answer</p> <p>Solution</p> | YEAR                                                                                                  | MILLIONS OF TONS OF CARBON       | 1900       | 500 | 1925 | 1000 | 1950 | 1500 | 1975 | 5000 | 2000 | 7000 |  |  |  |
| YEAR  | MILLIONS OF TONS OF CARBON                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                       |                                  |            |     |      |      |      |      |      |      |      |      |  |  |  |
| 1900  | 500                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                       |                                  |            |     |      |      |      |      |      |      |      |      |  |  |  |
| 1925  | 1000                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                       |                                  |            |     |      |      |      |      |      |      |      |      |  |  |  |
| 1950  | 1500                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                       |                                  |            |     |      |      |      |      |      |      |      |      |  |  |  |
| 1975  | 5000                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                       |                                  |            |     |      |      |      |      |      |      |      |      |  |  |  |
| 2000  | 7000                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                       |                                  |            |     |      |      |      |      |      |      |      |      |  |  |  |

|    | G           | H            | I          | J           | K           | L       | M          | N            |
|----|-------------|--------------|------------|-------------|-------------|---------|------------|--------------|
| 1  | Evaluations | Appeal Filed | What Needs | Negotiation | Changes due | Content | Specialist | Review Sent: |
| 2  | 20-Apr      |              |            |             |             |         |            |              |
| 3  | 20-Apr      |              |            |             |             |         |            |              |
| 4  | 20-Apr      |              |            |             |             |         |            |              |
| 5  | 20-Apr      |              |            |             |             |         |            |              |
| 6  | 20-Apr      |              |            |             |             |         |            |              |
| 7  | 20-Apr      |              |            |             |             |         |            |              |
| 8  | 20-Apr      |              |            |             |             |         |            |              |
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|   | A     | B                     | C     | D                    | E               | F                       | G            | H                      | I           | J                         | K | L | M |
|---|-------|-----------------------|-------|----------------------|-----------------|-------------------------|--------------|------------------------|-------------|---------------------------|---|---|---|
|   | Bid # | Course                | Title | Special Topics (Y/N) | Standards Score | Emailed Del Evaluations | Appeal Filed | What Needs Negotiation | Changes due | Content Specialist Review |   |   |   |
| 1 | 473   | Algebra 1 (Standards) | Sofia | N                    | 3.2             | Yes                     | 21-Apr       |                        |             |                           |   |   |   |
| 2 | 474   | Algebra 2 (Standards) | Sofia | N                    | 2.2             | Yes                     | 21-Apr       |                        |             |                           |   |   |   |
| 3 | 475   | Geometry (Standards)  | Sofia | N                    | 2.6             | Yes                     | 21-Apr       |                        |             |                           |   |   |   |

Link-Systems



| 1  | A<br>Bid #                                                                                                                                                                         | B<br>Course                                         | C<br>Title                                                                                                                                                                                            |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2  | 442                                                                                                                                                                                | M/J Grade 7 Accelerated Mathematics (Special Topic) | Math Nation: Florida's BEST 7th Grade Accelerated Math                                                                                                                                                |
| 3  | 433                                                                                                                                                                                | Algebra 2 Honors (Special Topics)                   | Math Nation: Florida's B.E.S.T. Algebra 2 Honors                                                                                                                                                      |
| 4  | 436                                                                                                                                                                                | Geometry (Special Topics)                           | Math Nation: Florida's BEST Geometry                                                                                                                                                                  |
| 5  |                                                                                                                                                                                    |                                                     |                                                                                                                                                                                                       |
| 6  |                                                                                                                                                                                    |                                                     |                                                                                                                                                                                                       |
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| 9  |                                                                                                                                                                                    |                                                     |                                                                                                                                                                                                       |
| 10 |                                                                                                                                                                                    | Special Topics Evidence                             |                                                                                                                                                                                                       |
| 11 |                                                                                                                                                                                    | Bid 442                                             |                                                                                                                                                                                                       |
| 12 | Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?                                                                        | 1 - Very Poor/No Alignment                          | The warm up activity for 7.5.1 includes a controversial topic regarding equal pay and discrimination.                                                                                                 |
| 13 | Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 3 - Fair Alignment                                  | Each lesson contains a "self reflective portion" many of which have nothing to do with the standard or of understanding the concepts. More geared to the "mindset". See 14.5.1 for a warm up example. |
| 14 |                                                                                                                                                                                    | Bid 433                                             |                                                                                                                                                                                                       |
| 15 | Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 3 - Fair Alignment                                  | Overall SEL is not addressed; however in some lessons students are asked to rate themselves in the lesson and learning, which is an SEL strategy.                                                     |
| 16 |                                                                                                                                                                                    | Bid 436                                             |                                                                                                                                                                                                       |

|    | D                    | E               | F           | G           | H            | I          | J           | K           | L       | M                |
|----|----------------------|-----------------|-------------|-------------|--------------|------------|-------------|-------------|---------|------------------|
|    | Special Topics (Y/N) | Standards Score | Emailled De | Evaluations | Appeal Filed | What Needs | Negotiation | Changes due | Content | Specialist Revie |
| 1  | Y                    | 4.8             | Yes         | 22-Apr      |              |            |             |             |         |                  |
| 2  | Y                    | 4               | Yes         | 22-Apr      |              |            |             |             |         |                  |
| 3  | Y                    | 4.4             | Yes         | 22-Apr      |              |            |             |             |         |                  |
| 4  |                      |                 |             |             |              |            |             |             |         |                  |
| 5  |                      |                 |             |             |              |            |             |             |         |                  |
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| 7  |                      |                 |             |             |              |            |             |             |         |                  |
| 8  |                      |                 |             |             |              |            |             |             |         |                  |
| 9  |                      |                 |             |             |              |            |             |             |         |                  |
| 10 |                      |                 |             |             |              |            |             |             |         |                  |
| 11 |                      |                 |             |             |              |            |             |             |         |                  |
| 12 |                      |                 |             |             |              |            |             |             |         |                  |
| 13 |                      |                 |             |             |              |            |             |             |         |                  |
| 14 |                      |                 |             |             |              |            |             |             |         |                  |
| 15 |                      |                 |             |             |              |            |             |             |         |                  |
| 16 |                      |                 |             |             |              |            |             |             |         |                  |


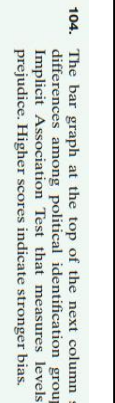
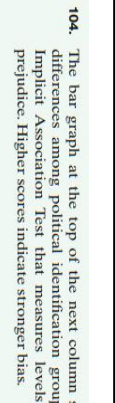



|    | A                                                                                                                                                                                         | B                         | C                                                                                                       |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------------------------------------------------------------------------------------|
| 17 | <p>Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?</p> | <p>3 - Fair Alignment</p> | <p>In some lessons, example 6.7, asked students to rate the level of understanding (self-awareness)</p> |

| 1  | A     | B                                                                                                                                                                                  | C                                        | D                                                                                                                                                        | E               |
|----|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
|    | Bid # | Course                                                                                                                                                                             | Title                                    | Special Topics (Y/N)                                                                                                                                     | Standards Score |
| 2  | 410   | Mathematics-Grade One (Standards) (Special Topics)                                                                                                                                 | Florida Reveal Math, Grade 1             | Y(See below)                                                                                                                                             | 3.8             |
| 3  | 416   | Grade 4 Accelerated (Special Topics)                                                                                                                                               | Florida Reveal Math, Grade 4 Accelerated | Y(See below)                                                                                                                                             | 4               |
| 4  | 419   | M/J Grade 8 Mathematics (Special Topics)(Standards)                                                                                                                                | Florida Reveal Math Grade 8: Pre-Algebra | Y(See below)                                                                                                                                             | 3.8             |
| 5  |       |                                                                                                                                                                                    |                                          |                                                                                                                                                          |                 |
| 6  |       |                                                                                                                                                                                    |                                          |                                                                                                                                                          |                 |
| 7  |       |                                                                                                                                                                                    |                                          |                                                                                                                                                          |                 |
| 8  |       | Special Topic Evidence                                                                                                                                                             |                                          |                                                                                                                                                          |                 |
| 9  |       | Bid 410-Grade One                                                                                                                                                                  |                                          |                                                                                                                                                          |                 |
| 10 |       | Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 3 - Fair Alignment                       | Pieces of the teaching edition include components of SEL.                                                                                                |                 |
| 11 |       | Bid 416-Grade 4 Accelerated                                                                                                                                                        |                                          |                                                                                                                                                          |                 |
| 12 |       | Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 3 - Fair Alignment                       | Social Awareness topics are listed in the teachers manual. Example pg 521 in TTE includes a section on empathy and how to incorporate into the classroom |                 |
| 13 |       | Bid 419-Grade 8 Pre-Algebra                                                                                                                                                        |                                          |                                                                                                                                                          |                 |
| 14 |       | Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?                                                            | 3 - Fair Alignment                       | Nothing noticed                                                                                                                                          |                 |



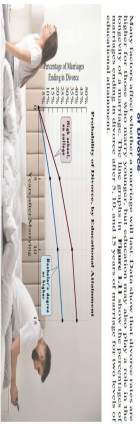
|    | F           | G           | H            | I          | J           | K           | L                  | M      |
|----|-------------|-------------|--------------|------------|-------------|-------------|--------------------|--------|
|    | Emailed Def | Evaluations | Appeal Filed | What Needs | Negotiation | Changes due | Content Specialist | Review |
| 1  | Yes         | 21-Apr      | 18-Apr       |            |             |             |                    |        |
| 2  | Yes         | 21-Apr      | 18-Apr       |            |             |             |                    |        |
| 3  | Yes         | 21-Apr      | 18-Apr       |            |             |             |                    |        |
| 4  | Yes         | 21-Apr      | 18-Apr       |            |             |             |                    |        |
| 5  |             |             |              |            |             |             |                    |        |
| 6  |             |             |              |            |             |             |                    |        |
| 7  |             |             |              |            |             |             |                    |        |
| 8  |             |             |              |            |             |             |                    |        |
| 9  |             |             |              |            |             |             |                    |        |
| 10 |             |             |              |            |             |             |                    |        |
| 11 |             |             |              |            |             |             |                    |        |
| 12 |             |             |              |            |             |             |                    |        |
| 13 |             |             |              |            |             |             |                    |        |
| 14 |             |             |              |            |             |             |                    |        |

| A  | Bid #                                                                                                                                                                              | B                                           | Course                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | C                    | D |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---|
| 1  | 382                                                                                                                                                                                | Mathematics-Grade Two                       | enVision Florida B.E.S.T. Mathematics Grade 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Special Topics (Y/N) |   |
| 2  | 390                                                                                                                                                                                | M/J Grade 7 Mathematics                     | enVision Florida B.E.S.T. Mathematics Grade 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Y(See below)         |   |
| 3  | 407                                                                                                                                                                                | Mathematics for Data and Financial Literacy | Thinking Quantitatively: Communicating with Numbers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | N                    |   |
| 4  | 397                                                                                                                                                                                | Mathematics for College Algebra             | Algebra and Trigonometry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Y(See below)         |   |
| 5  | 403                                                                                                                                                                                | Pre-Calculus Honors                         | Precalculus: Enhanced with Graphing Utilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Y(See below)         |   |
| 6  | 404                                                                                                                                                                                | Pre-Calculus Honors                         | Precalculus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Y(See below)         |   |
| 7  | 398                                                                                                                                                                                | Mathematics for College Statistics          | Stats In Your World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Y(See below)         |   |
| 8  | 400                                                                                                                                                                                | Mathematics for College Statistics          | Elementary Statistics: Picturing the World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Y(See below)         |   |
| 9  | 395                                                                                                                                                                                | Probability and Statistics Honors           | Stats: Modeling the World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Y(See below)         |   |
| 10 | 401                                                                                                                                                                                | Mathematics for College Liberal Arts        | Thinking Mathematically                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Y(See below)         |   |
| 11 |                                                                                                                                                                                    |                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      |   |
| 12 |                                                                                                                                                                                    |                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      |   |
| 13 |                                                                                                                                                                                    |                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      |   |
| 14 |                                                                                                                                                                                    |                                             | Bid 382 - Grade two                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                      |   |
| 15 | Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 2 - Poor Alignment                          | Some lessons include growth mindset concepts, which are a component of SEL learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                      |   |
| 16 |                                                                                                                                                                                    |                                             | Bid 407 - Mathematics for Data and Financial Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                      |   |
| 17 | Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?                                                            | 2 - Poor Alignment                          | On page 8/43, the textbook asks about race and gun control, possibly violating the rule's prohibition on making race the most important factor in a societal consideration.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                      |   |
| 18 |                                                                                                                                                                                    |                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      |   |
| 19 |                                                                                                                                                                                    |                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      |   |
| 20 |                                                                                                                                                                                    |                                             | Bid 397 - Mathematics for College Algebra                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                      |   |
| 21 | Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?                                                            | 2                                           | I found several places where CRT could be said to be present, albeit usually indirectly. (All page numbers are from the teacher version). On page 1, the books says that algebra is a language that describes the world and tells us about things including 'racial bias'. (It also says it will cover 'ethnic diversity in the US', which it uses in a practice problem on page 91, but the example seems relatively harmless). On page 51, the book defines polynomials by the example of an "implicit" racial bias test (called Project Implicit) by which "2 million people have tested their racial prejudice... most groups' average scores fall between 'slight' and 'moderate' bias, but the differences among age groups are intriguing." The exercise problem is on page 61. The numbers come from Project Implicit, a real-world organization whose mission is to educate people that people and institutions unconsciously have implicit racial prejudice. On pages 214-215, problem 103 graphs people who support laws against interracial marriage by decade. However, unrelated to the graphs, the problem goes out of its way to mention the Supreme Court decision on same-sex marriage, making an analogy that opposing the legalization of same-sex marriage is like the opposition to interracial marriage. In another odd example, on page 533 problem 51 asks students to graph "Percentage who don't approve of Marriage |                      |   |

|    | E               | F          | G           | H            | I          | J           | K           | L            | M               |
|----|-----------------|------------|-------------|--------------|------------|-------------|-------------|--------------|-----------------|
|    | Standards Score | Emailed De | Evaluations | Appeal Filed | What Needs | Negotiation | Changes dur | Content Spec | Specialist Revi |
| 1  | 4.5             | Yes        | 21-Apr      |              |            |             |             |              |                 |
| 2  | 3.8             | Yes        | 21-Apr      |              |            |             |             |              |                 |
| 3  | 3.5             | Yes        | 21-Apr      |              |            |             |             |              |                 |
| 4  | 4.3             | Yes        | 21-Apr      |              |            |             |             |              |                 |
| 5  | 4.9             | Yes        | 21-Apr      |              |            |             |             |              |                 |
| 6  | 4.9             | Yes        | 21-Apr      |              |            |             |             |              |                 |
| 7  | 4.6             | Yes        | 21-Apr      |              |            |             |             |              |                 |
| 8  | 4.8             | Yes        | 21-Apr      |              |            |             |             |              |                 |
| 9  | 4.5             | Yes        | 21-Apr      |              |            |             |             |              |                 |
| 10 | 4.3             | Yes        | 21-Apr      |              |            |             |             |              |                 |
| 11 |                 |            |             |              |            |             |             |              |                 |
| 12 |                 |            |             |              |            |             |             |              |                 |
| 13 |                 |            |             |              |            |             |             |              |                 |
| 14 |                 |            |             |              |            |             |             |              |                 |
| 15 |                 |            |             |              |            |             |             |              |                 |
| 16 |                 |            |             |              |            |             |             |              |                 |
| 17 |                 |            |             |              |            |             |             |              |                 |
| 18 |                 |            |             |              |            |             |             |              |                 |
| 19 |                 |            |             |              |            |             |             |              |                 |
| 20 |                 |            |             |              |            |             |             |              |                 |
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| 22 | A                                                                                                                                                                                 | B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | C                                                                                                                                                                                                                                         |
| 23 |                                                                                                                                                                                   | D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                           |
| 24 | <p>1. Pg. 933 uses late 1700s report to talk about population growth and food shortages. Subject is melancholy and based on something predicted in the 1700s.</p>                 | <p>Thomas Malthus on Population Growth</p> <p>In the late 1700s, the British economist Thomas Malthus presented a report that criticized those who thought that life was going to continue to improve for humans. Malthus put his report together quickly and titled it <i>An Essay on the Principle of Population as it Affects the Human Species</i>. Malthus argued that because the human population tends to increase geometrically (1, 2, 4, 16, and so on) and that food supplies will increase arithmetically (1, 2, 3, 4, and so on), populations will eventually outstrip the food supply. Malthus suggested that there are other checks on population growth (and he considered these natural and a good thing). Nonetheless, he was convinced that poverty is inevitable and will continue.</p> <p>Malthus used historical data to suggest that population growth has been doubling every twenty-five years. Malthus (who lived in the early 18th century) also surmised that the youth of the country along with the vast amount of areas conducive to farming would lead to a birth rate that exceeded most countries in the world.</p> <p>On the other hand, he noted that there are other checks on population growth. On the one hand, he called preventative checks, these are checks that increase the death rate. Positive checks include war, famine, and natural disasters. Malthus believed that fear of famine was a major reason the birth rate may decrease. After all, who would want to have a child knowing the child may suffer from hunger, or worse, starvation?</p>  | <p>equity by generation along with teenage who won't try sum... write 11m not sure this specifically applies to critical race theory, because it involves LGBTQ military servicemembers. On page 281, exercises 27-28 ask students to</p> |
| 25 | <p>Preface – “Measuring racial prejudice by age (exercise set 2.1)”</p>                                                                                                           | <p>103. The bar graph at the top of the next column shows the differences among political identification groups on the Implicit Association Test that measures levels of racial prejudice. Higher scores indicate stronger bias.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Bid 404-Precalculus Honors</p>                                                                                                                                                                                                         |
| 26 | <p>Page R218, #103 &amp; #104 measuring levels of racial prejudice by age and political identification. This chart shows that people are prejudiced if they are conservative.</p> | <p>104. The bar graph at the top of the next column shows the differences among political identification groups on the Implicit Association Test that measures levels of racial prejudice. Higher scores indicate stronger bias.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>New applications include student-loan debt (Exercise Set 1.2), movie rental options (Exercise Set 1.3), impediments to academic performance (Section 2.1), measuring racial prejudice, by age (Exercise Set 2.1),</p>                  |
| 27 | <p>Page 56. Measuring racial prejudice, by age. Emphasis that racism is embedded in American society dependent on age.</p>                                                        | <p>Application Exercises</p> <p>103. The bar graph shows the differences among age groups on the Implicit Association Test that measures levels of racial prejudice on the information in the graph. In these exercises, the possible outcomes below the bars in the graph.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                           |
| 28 | <p>Page 56. Measuring racial prejudice, by age. Emphasis that racism is embedded in American society dependent on age.</p>                                                        | <p>Application Exercises</p> <p>104. The bar graph shows the differences among age groups on the Implicit Association Test that measures levels of racial prejudice on the information in the graph. In these exercises, the possible outcomes below the bars in the graph.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                           |
| 29 | <p>Page 56. Measuring racial prejudice, by age. Emphasis that racism is embedded in American society dependent on age.</p>                                                        | <p>Application Exercises</p> <p>104. The bar graph shows the differences among age groups on the Implicit Association Test that measures levels of racial prejudice on the information in the graph. In these exercises, the possible outcomes below the bars in the graph.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                           |





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| <p>R210 States that most people have slight or moderate bias and this is dependent on age and political identification. Emphasis that racism is embedded in American society.</p>               | <p style="text-align: center;"><b>Adding and Subtracting Polynomials</b></p>  <p>What? Me? Racist? More than 2 million people have tested their racial prejudice using an online version of the Implicit Association Test. Most groups' average scores fall between "slight" and "moderate" bias, but the differences among groups, by age and by political identification, are intriguing.</p> <p>In this section's Exercise Set (Exercises 103 and 104), you will be working with models that measure bias:</p> $S = 0.3x^3 - 2.8x^2 + 6.7x + 30$ $S = -0.03x^3 + 0.2x^2 + 2.3x + 24.$                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |   |
| <p>Pg. 48 again mentions the implicit association test and says, "most groups' average scores fall between slight and moderate bias. Emphasis that racism is embedded in American society."</p> | <p style="text-align: center;"><b>How We Define Polynomials</b></p> <p>More than 2 million people have tested their racial prejudice using an online version of the Implicit Association Test. Most groups' average scores fall between "slight" and "moderate" bias, but the differences among age groups are intriguing.</p> <p>In this section's Exercise Set (Exercises 91 and 92), you will be working with a model that measures bias:</p> $S = 0.3x^3 - 2.8x^2 + 6.7x + 30.$ <p>In this model, <math>S</math> represents the score on the Implicit Association Test. (Higher scores indicate stronger bias.) The variable <math>x</math> represents age group.</p>  <p style="text-align: center;"><i>Old Dog ... New Chicks</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |   |
| <p>9. chapter 1 intro uses 2006 <i>An Inconvenient Truth</i> by Al Gore to push that humans cause global warming. Article is 15 yrs old and has been proven inaccurate</p>                      | <p>There is strong scientific consensus that human activities are changing the Earth's climate. Scientists now believe that there is a striking correlation between atmospheric carbon dioxide concentration and global temperature. As both of these variables increase at significant rates, there are warnings of a planetary emergency that threatens to condemn coming generations to a catastrophically diminished future.</p> <p>In this chapter, you'll learn to approach our climate crisis mathematically by creating formulas, called functions, that model data for average global temperature and carbon dioxide concentration over time. Understanding the concept of a function will give you a new perspective on many situations ranging from climate change to using mathematics in a way that is similar to making a movie.</p> <p><small>*Source: Al Gore, <i>An Inconvenient Truth</i>, Rodale, 2006; Time, April 3, 2006; <i>Falling Storm</i>, September 28, 2013</small></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Here's where you'll find these applications:</b></p> <p>A mathematical model involving global warming is developed in Example 9 in Section 1.4. Using mathematics in a way that is similar to making a movie is discussed in the Blitzzer Bonus on page 225.</p> </div> |   |   |
| <p>Pg. 156 Talks about probability of divorce. Context not relevant or meaningful.</p>                                                                                                          | <p style="text-align: center;"><b>EXERCISES</b> <b>Modeling Atmospheric and Sea Level Temperature</b></p> <p><b>1. DATA</b> The following table shows the average annual temperature in degrees Fahrenheit for the city of San Francisco from 1990 to 2010. The data is modeled by the function <math>T(x) = 0.0001x^3 - 0.0012x^2 + 0.0023x + 54.5</math>, where <math>T(x)</math> is the average annual temperature in degrees Fahrenheit and <math>x</math> is the number of years since 1990.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |   |


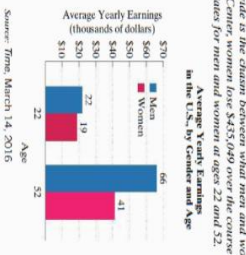
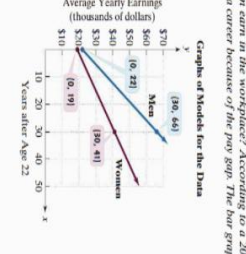
| A                                                                                                                                                                                        | B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | D |
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| <p>Pg. 160 Shows graph about HS seniors who do illegal activities. Context not age appropriate, relevant or meaningful to students.</p>                                                  | <p><b>Application Exercises</b><br/>The graphs show the percentage of high school seniors who had ever used alcohol or marijuana.</p> <p>Source: University of Michigan Institute for Social Research</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |
| <p>Page 337 Pushes vaccine as the only way to stop coronavirus from 2020. Content not relevant or meaningful to students as many have a religious or moral belief against vaccines.</p>  | <p>In 2020, our lives were upended with a sense of uncertainty about the future. The coronavirus, the COVID-19 pandemic, has affected millions of Americans, resulting in the loss of lives and livelihoods. As of this writing, the pandemic is far from under control, with experts predicting that between 70% and 90% of the U.S. population could be infected. Figure 2.12 shows the number of new coronavirus cases for seven selected days in 2020.</p> <p>Source: Center for Disease Control</p>                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |
| <p>15. Pg. R435, ch. 6 intro mentions gender imbalance and sexual abstinence among young adults. Emphasis does not portray gender fairness, advocacy and is biased.</p>                  | <p><b>A</b>s our intellects develop, we learn to reverse the direction of our thinking. Reversibility of thought is found throughout arithmetic and algebra: addition is reversed by subtraction; multiplication is reversed by division; multiplying polynomials is reversed by factoring. In this chapter, we reverse the process of raising a number to an <math>n</math>th power by finding an <math>n</math>th root. Models with roots describe an array of unique applications, including gender imbalance on campus, the percentage of full-time college students with jobs, marriage discrimination, sexual abstinence among young adults, and the pay gap between men's and women's earnings.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |
| <p>R1, Ch. 1 intro mentions college gender imbalance and gender divide in salaries for college graduates. Emphasis does not portray gender fairness, gender advocacy, and is biased.</p> | <p><b>Here's where you'll find these applications:</b></p> <ul style="list-style-type: none"> <li>• We revisit the issue of gender imbalance on college campuses in Example 4 of Section 9.5.</li> <li>• The percentage of full-time college students with jobs is modeled in Exercises 95–91.</li> <li>• The pay gap is modeled in the Blitzzer Bonus on pages R466–R467.</li> <li>• A model related to marriage discrimination is developed in Exercises 59–60 of Exercise Set 9.5.</li> <li>• Sexual abstinence among young people is the application for the model in Example 4 of Section 9.5.</li> </ul>                                                                                             | <p><b>Variables, Real Numbers, and Mathematical Models</b></p> <p><b>W</b>hat can algebra possibly tell me about the rising cost of movie ticket prices over the years?</p> <ul style="list-style-type: none"> <li>• how I can stretch or shrink my lifespan?</li> <li>• the widening imbalance between numbers of women and men on college campuses?</li> <li>• the widening imbalance between salaries of male and female college graduates?</li> <li>• the widening imbalance between salaries of male and female college graduates?</li> </ul> <p>In this chapter, you will learn how the special language of algebra describes your world.</p> |   |

|    | A                                                                                                                                                   | B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | C                                                                                                                                                                                                                                                            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| 40 | <p>R439 – Gender imbalance on US college campuses. Emphasis does not portray gender fairness, gender advocacy, and is biased.</p>                   | <p>Can you see that the percentage of degrees awarded to women is slowing down for the period shown? Based on the shape of the graph of <math>y = \sqrt{x}</math>, square roots can be used to model the data.</p> <p><b>EXAMPLE 4</b><br/>A Matter of Degree: Modeling Gender Imbalance on U.S. College Campuses</p> <p>The mathematical model</p> $P = 2.2\sqrt{T} + 45$ <p>describes the percentage of bachelor's degrees, <math>P</math>, awarded to women in U.S. colleges 7 years after 1975. Use the formula to find the percentage, to the nearest percent, of degrees awarded to women in 2015.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               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| 41 | <p>R131 #71-72 emphasizing difference between male and female wages. Emphasis does not portray gender fairness, gender advocacy, and is biased.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                          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| 42 | <p>pg. 126 #66 Gender bias. Emphasis does not portray gender fairness, gender advocacy, and is biased.</p>                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                 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| 43 | <p>Do materials align to Rule GA-1.094124, F.A.C., which prohibits Critical</p>                                                                     | <p>Bid 398-Mathematics for College Statistics</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>pg. 105 - 107 - 109 - 111 - 113 - 115 - 117 - 119 - 121 - 123 - 125 - 127 - 129 - 131 - 133 - 135 - 137 - 139 - 141 - 143 - 145 - 147 - 149 - 151 - 153 - 155 - 157 - 159 - 161 - 163 - 165 - 167 - 169 - 171 - 173 - 175 - 177 - 179 - 181 - 183 - 185 - 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| <p>1. Preface<br/>–<br/>“Measuring racial prejudice by age (exercise set 2.1)”</p>                                                                                                            | <p>New applications include student-loan debt (Exercise Set 1.2), movie rental options (Exercise Set 1.3), impediments to academic performance (Section 2.1), measuring racial prejudice, by age (Exercise Set 2.1),</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            |    |    |   |    |    |    |    |    |   |   |                            |    |   |    |    |   |    |    |    |    |   |                                 |   |   |   |   |   |   |   |   |   |    |  |  |
| <p>2. Page 62<br/>– Bar graph shown with title, “Measuring Racial Prejudice, by Age”</p>                                                                                                      | <p><i>The bar graph shows the differences among age groups on the Implicit Association Test. Higher scores indicate stronger bias. Higher scores indicate stronger bias.</i></p> <p>Measuring Racial Prejudice, by Age</p> <p>Score on the Implicit Association Test</p> <p>Age Range</p> <p>Below 18-24 18-24 25-34 35-44 45-54 55-64 65+</p> <p>Group 1: 28, Group 2: 32, Group 3: 34, Group 4: 31, Group 5: 34, Group 6: 34, Group 7: 42</p> <p>KEY: &lt;15: little or no bias<br/>15-35: slight bias<br/>35-65: moderate bias<br/>65-95: moderate bias</p> <p>Source: The Race Implicit Association Test on the Project Implicit Demonstration Website</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            |    |    |   |    |    |    |    |    |   |   |                            |    |   |    |    |   |    |    |    |    |   |                                 |   |   |   |   |   |   |   |   |   |    |  |  |
| <p>3. Pg. 182 #17, “It is not the case that the United States has eradicated poverty or racism.”<br/>The answer to this is “The United States has eradicated neither poverty nor racism.”</p> | <p><i>In Exercises 11–26, use De Morgan’s laws to write a statement that is equivalent to the given statement.</i></p> <p>17. It is not the case that the United States has eradicated poverty or racism.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |            |    |    |   |    |    |    |    |    |   |   |                            |    |   |    |    |   |    |    |    |    |   |                                 |   |   |   |   |   |   |   |   |   |    |  |  |
| <p>4. Same as #1</p>                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            |    |    |   |    |    |    |    |    |   |   |                            |    |   |    |    |   |    |    |    |    |   |                                 |   |   |   |   |   |   |   |   |   |    |  |  |
| <p>7. Page 828, section 12.6. Lesson talks about the relationship between education and prejudice. No source for the data, no explanation of type of prejudice.</p>                           | <p><b>Scatter Plots and Correlation</b></p> <p>Is there a relationship between education and prejudice? With increased education, does a person’s level of prejudice tend to decrease? Notice that we are interested in two quantities—years of education and level of prejudice. For each person in our sample, we will record the number of years of school completed and the score on a test measuring prejudice. Higher scores on this 1-10 test indicate greater prejudice. Using <math>x</math> to represent years of education and <math>y</math> to represent scores on a test measuring prejudice, <b>Table 12.17</b> shows these two quantities for a random sample of ten people.</p> <p><b>TABLE 12.17</b> Recording Two Quantities in a Sample of Ten People</p> <table border="1"> <thead> <tr> <th>Respondent</th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> <th>G</th> <th>H</th> <th>I</th> <th>J</th> </tr> </thead> <tbody> <tr> <td>Years of education (<math>x</math>)</td> <td>12</td> <td>5</td> <td>14</td> <td>13</td> <td>8</td> <td>10</td> <td>16</td> <td>11</td> <td>12</td> <td>4</td> </tr> <tr> <td>Score on prejudice test (<math>y</math>)</td> <td>1</td> <td>7</td> <td>2</td> <td>3</td> <td>5</td> <td>4</td> <td>1</td> <td>2</td> <td>3</td> <td>10</td> </tr> </tbody> </table> | Respondent | A  | B  | C | D  | E  | F  | G  | H  | I | J | Years of education ( $x$ ) | 12 | 5 | 14 | 13 | 8 | 10 | 16 | 11 | 12 | 4 | Score on prejudice test ( $y$ ) | 1 | 7 | 2 | 3 | 5 | 4 | 1 | 2 | 3 | 10 |  |  |
| Respondent                                                                                                                                                                                    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | B          | C  | D  | E | F  | G  | H  | I  | J  |   |   |                            |    |   |    |    |   |    |    |    |    |   |                                 |   |   |   |   |   |   |   |   |   |    |  |  |
| Years of education ( $x$ )                                                                                                                                                                    | 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 5          | 14 | 13 | 8 | 10 | 16 | 11 | 12 | 4  |   |   |                            |    |   |    |    |   |    |    |    |    |   |                                 |   |   |   |   |   |   |   |   |   |    |  |  |
| Score on prejudice test ( $y$ )                                                                                                                                                               | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 7          | 2  | 3  | 5 | 4  | 1  | 2  | 3  | 10 |   |   |                            |    |   |    |    |   |    |    |    |    |   |                                 |   |   |   |   |   |   |   |   |   |    |  |  |
| <p>8. pg. 198 A1 Gore/Rush Limbaugh argument</p>                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            |    |    |   |    |    |    |    |    |   |   |                            |    |   |    |    |   |    |    |    |    |   |                                 |   |   |   |   |   |   |   |   |   |    |  |  |



| A                                                                                                                                                                                        | B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | D               |                                  |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------------------|-------------------|----|-------------------|----|-------------------|----|-------------------|----|-------------------|----|-------------------|----|-------------------|----|-------------------|----|-------------------|----|------------------------------------------------------------------------------------|
| <p>15. Pg. 109<br/>Problem #49<br/>Survey of college students determining behaviors re: alcohol, cigarettes and illegal drugs.<br/>"Context not relevant or meaningful to students."</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                 |                                  |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                                                                                    |
| <p>64<br/>16. multiple mentions of marijuana. Pg. 835. "not age-appropriate."</p>                                                                                                        | <p>49. An anonymous survey of college students was taken to determine behaviors regarding alcohol, cigarettes, and illegal drugs. The survey included the following questions and results. 665 smoked cigarettes, 192 used illegal drugs, 424 drank alcohol regularly, and smoked cigarettes, 114 used illegal drugs, and 309 engaged in all three behaviors. 97 engaged in all three behaviors. How many students were surveyed?<br/>a. Of those surveyed,<br/>b. How many drank alcohol regularly or smoked cigarettes?<br/>c. How many used illegal drugs only?<br/>d. How many drank alcohol regularly and smoked cigarettes, but did not use illegal drugs?<br/>e. How many drank alcohol regularly or used illegal drugs, but did not smoke cigarettes?<br/>f. How did many engaged in exactly two of these behaviors?<br/>g. How many engaged in at least one of these behaviors?</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                 |                                  |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                                                                                    |
| <p>65<br/>17. Ch. 3 pg. 198, #81 asks students to write valid arguments on questions.<br/>"Context not appropriate, relevant or meaningful to students"</p>                              | <p>81. Write a valid argument on one of the following questions. If you can, write valid arguments on both sides.<br/>a. Should the death penalty be abolished?<br/>b. Should <i>Roe v. Wade</i> be overturned?<br/>c. Are online classes a good idea?<br/>d. Should recreational marijuana be legalized?<br/>e. Should grades be abolished?<br/>f. Should the Electoral College be replaced with a popular vote?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                 |                                  |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                                                                                    |
| <p>66<br/>18. Pg. 714, #61 mentions jokes about marriage and divorce.<br/>Content may be sensitive and not age-appropriate.</p>                                                          | <p>61. Thousands of jokes have been told about marriage and divorce. Many of these jokes are based on a single word: "marriage." Write a valid argument on one of the following questions. If you can, write valid arguments on both sides.<br/>a. Should the death penalty be abolished?<br/>b. Should <i>Roe v. Wade</i> be overturned?<br/>c. Are online classes a good idea?<br/>d. Should recreational marijuana be legalized?<br/>e. Should grades be abolished?<br/>f. Should the Electoral College be replaced with a popular vote?</p>                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                 |                                  |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                                                                                    |
| <p>67<br/>19. Pg. 799, #68 Question about mean or median for anti-US and pro-US propaganda.</p>                                                                                          | <p>68. The "average" increase in the United States was the given by which percentage would be used in each U.S. propaganda?<br/>a. Which percentage would be used in each U.S. propaganda?<br/>b. Which percentage would be used in each U.S. propaganda?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                 |                                  |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                                                                                    |
| <p>68<br/>20. pg. 329 Talks about white population decreasing.<br/>Context not relevant or meaningful.</p>                                                                               | <p>20. The white population in the United States was the given by which percentage would be used in each U.S. propaganda?<br/>a. Which percentage would be used in each U.S. propaganda?<br/>b. Which percentage would be used in each U.S. propaganda?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>EXAMPLE 4</b><br/><i>Using 50 Antisemitic Statements to Mislead Children in the Classroom</i><br/>The following table shows the number of antisemitic statements used in each U.S. propaganda. The total number of antisemitic statements used in each U.S. propaganda is given in the table.</p> <table border="1"> <thead> <tr> <th>U.S. Propaganda</th> <th>Number of Antisemitic Statements</th> </tr> </thead> <tbody> <tr> <td>U.S. Propaganda A</td> <td>10</td> </tr> <tr> <td>U.S. Propaganda B</td> <td>15</td> </tr> <tr> <td>U.S. Propaganda C</td> <td>20</td> </tr> <tr> <td>U.S. Propaganda D</td> <td>25</td> </tr> <tr> <td>U.S. Propaganda E</td> <td>30</td> </tr> <tr> <td>U.S. Propaganda F</td> <td>35</td> </tr> <tr> <td>U.S. Propaganda G</td> <td>40</td> </tr> <tr> <td>U.S. Propaganda H</td> <td>45</td> </tr> <tr> <td>U.S. Propaganda I</td> <td>50</td> </tr> </tbody> </table> | U.S. Propaganda | Number of Antisemitic Statements | U.S. Propaganda A | 10 | U.S. Propaganda B | 15 | U.S. Propaganda C | 20 | U.S. Propaganda D | 25 | U.S. Propaganda E | 30 | U.S. Propaganda F | 35 | U.S. Propaganda G | 40 | U.S. Propaganda H | 45 | U.S. Propaganda I | 50 |  |
| U.S. Propaganda                                                                                                                                                                          | Number of Antisemitic Statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                 |                                  |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                                                                                    |
| U.S. Propaganda A                                                                                                                                                                        | 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                 |                                  |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                                                                                    |
| U.S. Propaganda B                                                                                                                                                                        | 15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                 |                                  |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                                                                                    |
| U.S. Propaganda C                                                                                                                                                                        | 20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                 |                                  |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                                                                                    |
| U.S. Propaganda D                                                                                                                                                                        | 25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                 |                                  |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                                                                                    |
| U.S. Propaganda E                                                                                                                                                                        | 30                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                 |                                  |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                                                                                    |
| U.S. Propaganda F                                                                                                                                                                        | 35                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                 |                                  |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                                                                                    |
| U.S. Propaganda G                                                                                                                                                                        | 40                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                 |                                  |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                                                                                    |
| U.S. Propaganda H                                                                                                                                                                        | 45                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                 |                                  |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                                                                                    |
| U.S. Propaganda I                                                                                                                                                                        | 50                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                 |                                  |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                                                                                    |
| <p>69</p>                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                 |                                  |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                   |    |                                                                                    |

|    | A                                                                                                                                                                            | B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | C | D |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 70 | <p>21. pg. 793<br/>Chart shows wage gap between gender and race. Emphasis doesn't portray gender and ethnicity fairness and is biased.</p>                                   | <p>21. pg. 793<br/>Chart shows wage gap between gender and race. Emphasis doesn't portray gender and ethnicity fairness and is biased.</p>  <p>FIGURE 12-7<br/>Source: U.S. Census Bureau</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |   |
| 71 | <p>22. pg. 380.<br/>#72 question is about a male drafted by military with gender bias. Emphasis does not portray gender fairness, advocacy, and is biased.</p>               | <p>72. It was wartime when the Ricardos found out Mrs. Ricardo was pregnant. Ricky Ricardo was drafted and made out a will, deciding that \$14,000 in a savings account was to be divided between his wife and his child-to-be. Rather strangely, and certainly with gender bias, Ricky stipulated that if the child were a boy, he would get twice the amount of the mother's portion. If it were a girl, the mother would get twice the amount the girl was to receive. We'll never know what Ricky was thinking of, for (as fate would have it) he did not return from the war. Mrs. Ricardo gave birth to twins—a boy and a girl. How was the money divided?</p>                                                                            |   |   |
| 72 | <p>23. pg. 437, questions regarding women losing \$435, 049 due to pay gap. Source is Time Magazine. Emphasis does not portray gender fairness, advocacy, and is biased.</p> | <p><b>The Pay Gap.</b> How wide is the chasm between what men and women earn in the workplace? According to a 2015 analysis from the National Women's Law Center, women lose \$435,049 over the course of a career because of the pay gap. The bar graph shows the average earnings in the United States for men and women at ages 22 and 52.</p>  <p>Average Yearly Earnings (thousands of dollars)</p> <p>Age</p> <p>Source: Time, March 14, 2016</p>  <p>Average Yearly Earnings (thousands of dollars)</p> <p>Graph of Models for the Data</p> <p>Years after Age 22</p> |   |   |
| 73 | <p>24. Pg. 714, #61 mentions anti-semitic joke. Does not portray multicultural fairness and advocacy.</p>                                                                    | <p>Same as #18</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |   |

**From:** Starling, Courtney <Courtney.Starling@fldoe.org>  
**Sent:** Wednesday, December 08, 2021 2:19 PM EST  
**To:** Baumbach; Amber  
**CC:** Duncan, Patricia; Seeds, Cathy  
**Subject:** RE: IM Math Correlations  
**Attachment(s):** "Math Publisher Logins for Math Team.xlsx", "image002.png", "image003.png"  
Whoops! It is now included.

Courtney Starling  
Secondary Mathematics Specialist  
Office of STEAM  
Bureau of Standards and Instructional Support  
Florida Department of Education  
850.245.9066  
cid:3a93a98a-7611-4546-85ea-0f8eb73bedc5

Please note that Florida has a very broad public records law. Most written communications to or from state officials are public records available to the public and media upon request.

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Sent:** Wednesday, December 8, 2021 1:46 PM  
**To:** Starling, Courtney <Courtney.Starling@fldoe.org>  
**Cc:** Duncan, Patricia <Patricia.Duncan@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>  
**Subject:** RE: IM Math Correlations

Hi again!

It looks like comments for HMH 6-8 and HMH 9-12 are missing. Can you add those in when you get a chance?

Thanks again for these!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Starling, Courtney <Courtney.Starling@fldoe.org>  
**Sent:** Wednesday, December 8, 2021 1:32 PM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Duncan, Patricia <Patricia.Duncan@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>  
**Subject:** RE: IM Math Correlations

Hi Amber,

My apologies! My comments are attached in the document. Please let me know if you have any questions or need anything further from me.

Courtney Starling  
Secondary Mathematics Specialist  
Office of STEAM  
Bureau of Standards and Instructional Support  
Florida Department of Education  
850.245.9066  
cid:3a93a98a-7611-4546-85ea-0f8eb73bedc5

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available to the public and media upon request.

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Wednesday, December 8, 2021 1:29 PM  
**To:** Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>  
**Cc:** Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>  
**Subject:** IM Math Correlations

Hi Courtney,

Have you had a chance to complete the math correlations review? We are in the final stretch with our expert reviews, and district and guest reviews are likely to begin in January. We will need the correlations in order to do the data analysis for the final report for the Commissioner which we will begin working on soon.

Please let me know if you need anything or if I can help in any way.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

[DOE email signature](#)

|   | A<br>Publisher                       | B<br>Grades | C<br>Link to materials                                                                                                                                | D<br>Log-in                   | E<br>Password     |
|---|--------------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------|
| 1 | Accelerate Learning                  | K-5         | <a href="https://login.acceleratelearning.com/?to=n11057d165059">https://login.acceleratelearning.com/?to=n11057d165059</a>                           | floridadoe                    | mathmath!         |
| 2 |                                      |             |                                                                                                                                                       |                               |                   |
| 3 | Agile Mind Educational Holdings, INC | 9-12        | <a href="https://www.agilemind.com/programs/fl-dept-of-ed/">https://www.agilemind.com/programs/fl-dept-of-ed/</a>                                     | FLAgl1A_A                     | Agilemind         |
| 4 | Bedford, Freeman and Worth Pub.      | 9-12        | <a href="https://hs.saplinglearning.com/tbiscms/login/">https://hs.saplinglearning.com/tbiscms/login/</a>                                             | FloridaMathReview@bf.wpub.com | Review2021!       |
| 5 | Big Ideas Learning, LLC              | K-12        | <a href="https://develop.bigideasmath.com/fl23-review/">https://develop.bigideasmath.com/fl23-review/</a>                                             | FloridaReview2023             | FloridaReview2023 |
| 6 | Carnegie Learning, Inc               | 6-8         | <a href="https://discover.carnegielearning.com/FL-Math-State-Review.html#355">https://discover.carnegielearning.com/FL-Math-State-Review.html#355</a> | (no login needed)             | (no login needed) |
| 7 | Carnegie Learning, Inc               | 9-12        | <a href="https://discover.carnegielearning.com/fl-hs-math-review#">https://discover.carnegielearning.com/fl-hs-math-review#</a>                       | (no login needed)             | (no login needed) |
| 8 | Cengage Learning                     | 9-12        | <a href="https://nglreview.cengage.com/FL">https://nglreview.cengage.com/FL</a>                                                                       | adoption.review@florida.com   | Learning          |
| 9 | EdGems Math                          | 6-8         | <a href="http://www.floridaedgemath.com">www.floridaedgemath.com</a>                                                                                  | grteacher@edgems.com          | floridaedgems     |

|   | F                      | G                        | H                                                                                                           |
|---|------------------------|--------------------------|-------------------------------------------------------------------------------------------------------------|
| 1 | Log-in Student Edition | Password Student Edition | Special Instructions                                                                                        |
| 2 |                        |                          |                                                                                                             |
| 3 |                        |                          |                                                                                                             |
| 4 |                        |                          | Under courses click on "Copy of Statistics and probability w/applications" Click on book cover bottom right |
| 5 |                        |                          |                                                                                                             |
| 6 |                        |                          | Reviewers will need to know their specific bid #                                                            |
| 7 |                        |                          | Reviewers will need to know their specific bid #                                                            |
| 8 |                        |                          | Reviewers will need to know their specific bid #                                                            |
| 9 |                        |                          |                                                                                                             |

1  
**Approval**

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 2 | <p>Their publisher questionnaire refers to MAFS, and its alignment to the MAFS, multiple times. Is that okay?</p> <p>In Algebra 1-A, within all of the units, there are some activities/lessons that only address benchmarks within K-8. Is that okay?</p> <p>In Algebra 1-A, there is a unit on square root, cube root and step functions which are not in the course. Is that okay?</p> <p>In Precalc, there is no mention of systems of equations, comparing different functions or piecewise functions which are in the course. Is that okay?</p> <p>In Algebra 2, there is a unit including arithmetic/geometric series but there are no benchmarks to support those concepts. Is that okay?</p> <p>Their glossary refers to "box and whisker plot", the BEST glossar refers to "box plots". Is that okay?</p> <p>Generally speaking, the correlation document does not always have a benchmark of focus, connecting benchmarks or MTRs aligned to lessons.</p> |
| 3 | <p>The name of course aligned to the B.E.S.T. is "Probability and Statistics"</p> <p>If the books are to be re-aligned to B.E.S.T., should it be a 1st edition rather than a 4th edition, like it currently is listed?</p> <p>Within the B.E.S.T. Standards, we use the language "line plots" and not dotplots, use stem-and-leaf plots and not stemplots"</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 4 | <p>Within the the teacher edition, the lessons address CCSS "shifts" (focus, coherence and rigor) which the B.E.S.T. Standards DO NOT have. Is that okay?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| 7 | <p>Throughout all materials refers to the benchmarks as standards which is incorrect language.</p> <p>For some benchmarks, in the correlations document, it states there are opportunities to address benchmark but does not give specific sections of instruction like other benchmarks.</p> <p>For some benchmarks, in the correlations document, it states that the benchmark is not addressed (which means is not aligned).</p> <p>Throughout all materials refers to the benchmarks as standards which is incorrect language.</p>                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 8 | <p>Publisher uses the term "benchmark spotlight" and we use "benchmark of focus"</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 9 | <p>"benchmark of focus"</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

|    | A                                        | B           | C                                                                                                                                                                                               | D                                 | E                          |
|----|------------------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|----------------------------|
| 10 | EdGems Math<br>Houghton Mifflin Harcourt | 9-12<br>K-5 | <a href="http://www.floridaedgемath.com">www.floridaedgемath.com</a><br><a href="https://www.jmhco.com/one/login/?connection=91005680">https://www.jmhco.com/one/login/?connection=91005680</a> | gr6teacher@edgемs.com<br>FLREVIEW | floridaedgемs<br>TheBEST!! |
| 12 | Houghton Mifflin Harcourt                | 6-8         | <a href="https://www.jmhco.com/one/login/?connection=91005680">https://www.jmhco.com/one/login/?connection=91005680</a>                                                                         | FLREVIEW                          | TheBEST!!                  |
| 13 | Houghton Mifflin Harcourt                | 9-12        | <a href="https://www.jmhco.com/one/login/?connection=91005680">https://www.jmhco.com/one/login/?connection=91005680</a>                                                                         | FLTeacher1                        | TheBEST!!                  |
| 14 | Link-Systems International, Inc.         | 9-12        | <a href="https://www.sofiasuccess.com/mathbid.html">https://www.sofiasuccess.com/mathbid.html</a>                                                                                               | alglrev1i                         | Welcome2Sofia!             |
| 15 | Math Nation                              | 6-8         | <a href="https://www.mathnation.com/review">https://www.mathnation.com/review</a>                                                                                                               |                                   | MNBESTREVIEWA1             |

|    | F | G | H                                                            |
|----|---|---|--------------------------------------------------------------|
| 10 |   |   |                                                              |
| 11 |   |   |                                                              |
| 12 |   |   |                                                              |
| 13 |   |   |                                                              |
| 14 |   |   | Different logins for all 3 courses but all go to same place. |
| 15 |   |   |                                                              |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <p>1</p> <p>Publisher uses the term "benchmark spotlight" and we use "benchmark of focus".</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 10 | <p>Within some courses, have units that specify a specific methods to solve problems</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 11 | <p>Correlations document does not address connecting benchmarks or the Appendices.<br/>Correlations document makes reference to SEL and CRT, is that okay?<br/>Within grade 8, have entire unit on proportional relationship which is grade 7. Within this unit, have lessons on just one aspect of a benchmark clarification (which were entire standards from MAFS).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 12 | <p>Correlations document does not address connecting benchmarks or the Appendices.<br/>Correlations document makes reference to SEL and CRT, is that okay?<br/>Within the Algebra 1 course, have lessons specific to solving quadratic using certain method which is not in line with the B.E.S.T. Standards (same with systems of equations).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 13 | <p>Within Algebra 1, Unit 0 contains content from elementary and middle grades, and some content from Geometry. Some benchmarks that are listed as "benchmark of focus" are outside of the Algebra 1 course.<br/>Within Algebra 1, Unit 1 contains content from middle grades. Some benchmarks that are listed as "benchmark of focus" are outside of the Algebra 1 course.<br/>Generally speaking within the Algebra 1 course, benchmarks are not properly aligned (some content above and below course level) and no evidence that benchmarks are not taught in isolation. Additionally, many cases in which asking students to solve by certain method which is not consistent with B.E.S.T.<br/>Within the Algebra 2 course, much of the content is not aligned to the B.E.S.T. and is aligned to content from the MAFS. The B.E.S.T. Algebra 2 course does not contain comic sections, probability, distributions, sequences, series or trigonometry.</p> |
| 14 | <p>Within the Geometry course, little evidence of how the benchmarks are not taught in isolation and no evidence of integrated appendices.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 15 | <p>Within the first unit of instruction, includes only benchmarks from the previous grade level.<br/>All lessons within units focusing on one benchmark or one aspect of the benchmark concept; little evidence of benchmarks not taught in isolation.<br/>Within units and lessons, no mention of the MTRs or the EEs in terms of alignment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|    | A                           | B    | C                                                                                                               | D                    | E                 |
|----|-----------------------------|------|-----------------------------------------------------------------------------------------------------------------|----------------------|-------------------|
| 16 | Math Nation                 | 9-12 | <a href="https://www.mathnation.com/review">https://www.mathnation.com/review</a>                               |                      | MNIBESTREVIEWA1   |
| 17 | Mathspace Inc.              | 9-12 | <a href="https://mathspace.co/us">https://mathspace.co/us</a>                                                   | florida_teacher_demo | ilovemath407      |
| 18 | McGraw Hill LLC             | K-5  | <a href="https://www.mheducation.com">my.mheducation.com</a>                                                    | FLRevealK5Review     | FLrevealK5review  |
| 19 | McGraw Hill LLC             | 6-8  | <a href="https://www.mheducation.com">my.mheducation.com</a>                                                    | FLReveal612Review    | FLreveal612review |
| 20 | McGraw Hill LLC             | 9-12 | <a href="https://www.mheducation.com">my.mheducation.com</a>                                                    |                      | FLreveal612review |
| 21 | Savvas Learning Company LLC | K-5  | <a href="https://www.savvas.com/index.cfm?locator=EPS311h">https://www.savvas.com/index.cfm?locator=EPS311h</a> | (no login needed)    | (no login needed) |



|    | F                                                                           | G                                   | H                                                                                                                                                                 |
|----|-----------------------------------------------------------------------------|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 16 | Algebra: florida_a1_s1<br>Geometry: florida_g_s1<br>Algebra2: florida_a2_s1 |                                     |                                                                                                                                                                   |
| 17 | FL.RevealK5ReviewSE                                                         | iovenmath407<br>FL.revealk5reviewse | <a href="https://mathspace.co/us/florida/reviewer">https://mathspace.co/us/florida/reviewer</a>                                                                   |
| 18 | FL.RevealK5ReviewSE                                                         | FL.revealk5reviewse                 | <a href="https://www.nheducation.com/prek-12/explore/states/florida/math-reviewers">https://www.nheducation.com/prek-12/explore/states/florida/math-reviewers</a> |
| 19 | FL.Reveal612ReviewSE                                                        | FL.reveal612reviewse                | <a href="https://www.nheducation.com/prek-12/explore/states/florida/math-reviewers">https://www.nheducation.com/prek-12/explore/states/florida/math-reviewers</a> |
| 20 | FL.Reveal612ReviewSE                                                        | FL.reveal612reviewse                | <a href="https://www.nheducation.com/prek-12/explore/states/florida/math-reviewers">https://www.nheducation.com/prek-12/explore/states/florida/math-reviewers</a> |
| 21 |                                                                             |                                     |                                                                                                                                                                   |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <p>All lessons within units focusing on one benchmark or one aspect of the benchmark concept; little evidence of benchmarks not taught in isolation.</p> <p>Within units and lessons, no mention of the MTRs or the EEs in terms of alignment.</p> <p>Within the Algebra 1 course, have lessons specific to solving problems using a certain method (i.e., lesson on solving systems by graphing (which is grade 8), lesson on solving systems by substitution, and lesson on solving by elimination).</p> <p>Within the Algebra 1 course, have lessons specific to solving quadratic equation using certain method.</p> <p>Within the Geometry course, have lessons that specify which type of proof students are to use.</p> |
| 16 | <p>Within the correlation document, have the Access Points included which weren't adopted until July 2021 which was after the publishers documents were due. Just an interesting observation.</p> <p>Within the correlation document, some of the connecting benchmarks are from previous grade levels.</p> <p>Within the courses, have lessons that are specific to solving equations, and systems of equations, using specific methods.</p> <p>Within the Algebra 2 course, have some directions for students to "fully simplify" problems in which students are performing operations on polynomials.</p>                                                                                                                   |
| 17 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 18 | <p>Within the correlation document, some of the supporting/connecting benchmarks are from previous grade levels.</p> <p>Within units, lessons focus on an aspect of the benchmark or singular benchmarks (i.e., in grade 7 have lesson on solving two-step in form of <math>px+q=r</math> and lesson on <math>p(x+q)=r</math> with no other two-step equations represented).</p> <p>Some language around "when simplified, the expression ... is when it should say "when simplified, the expression ... can be".</p>                                                                                                                                                                                                          |
| 19 | <p>Within the correlations document, some of the supporting/connecting benchmarks are from previous grade levels.</p> <p>Within the correlations document, not all lessons have an Appendix integrated.</p> <p>No correlations documents for the honors courses.</p> <p>Within units, lessons focus on an aspect of a benchmark or singular benchmark (i.e., in Algebra 1 have lesson on writing equations in slope-intercept form (which is grade 8) and lesson on writing equations in standard and point-slope form).</p>                                                                                                                                                                                                   |
| 20 | <p>Have lessons that focus on solving equations using specific method (for both Algebra 1 and Algebra 2, show quadratic solving using each method in different lesson).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 21 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|    | A                           | B    | C                                                                                                             | D                 | E                 |
|----|-----------------------------|------|---------------------------------------------------------------------------------------------------------------|-------------------|-------------------|
| 22 | Savvas Learning Company LLC | 6-8  | <a href="https://www.savvas.com/index.cfm?locator=FS311h">https://www.savvas.com/index.cfm?locator=FS311h</a> | (no login needed) | (no login needed) |
| 23 | Savvas Learning Company LLC | 9-12 | <a href="https://www.savvas.com/index.cfm?locator=FS311h">https://www.savvas.com/index.cfm?locator=FS311h</a> | (no login needed) | (no login needed) |
| 24 |                             |      |                                                                                                               |                   |                   |
| 25 |                             |      |                                                                                                               |                   |                   |
| 26 | 13 publishers               |      |                                                                                                               |                   |                   |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | All units/lessons have a STEM Project with science benchmarks. Wondering who is checking the alignment for the science aspect?<br>Seems that certain lessons focus on specific benchmark or aspect of a benchmark.<br>Within grade 6, volume only focuses on fractional edge lengths but students could determine volume using whole numbers and decimals (MAFS focused only on fractional edge lengths).                                                                                                                                                                             |
| 22 | For the 9-12 courses outside of Algebra 1, Geometry and Algebra 2, the editions range from the 2nd to the 14th. Wondering how that can be if the books are truly rewritten and aligned to the B.E.S.T. Standards. Especially since all other courses have B.E.S.T. on their cover and are 1st editions.<br>Also, there are multiple books for the same course. Wondering how that is possible.<br>Within one of the books for Math College Algebra, includes concepts that are not covered within the course (i.e., trig, circles, rectangular coordinates, circular functions, etc.) |
| 23 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 24 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 25 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 26 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

**From:** Starling, Courtney <Courtney.Starling@fldoe.org>  
**Sent:** Wednesday, December 08, 2021 1:32 PM EST  
**To:** Baumbach; Amber  
**CC:** Duncan, Patricia; Seeds, Cathy  
**Subject:** RE: IM Math Correlations  
**Attachment(s):** "Math Publisher Logins for Math Team.xlsx", "image002.png", "image003.png"

Hi Amber,

My apologies! My comments are attached in the document. Please let me know if you have any questions or need anything further from me.

Courtney Starling  
Secondary Mathematics Specialist  
Office of STEAM  
Bureau of Standards and Instructional Support  
Florida Department of Education  
850.245.9066

cid:3a93a98a-7611-4546-85ea-0f8eb73bedc5

Please note that Florida has a very broad public records law. Most written communications to or from state officials are public records available to the public and media upon request.

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**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Sent:** Wednesday, December 8, 2021 1:29 PM  
**To:** Starling, Courtney <Courtney.Starling@fldoe.org>  
**Cc:** Duncan, Patricia <Patricia.Duncan@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>  
**Subject:** IM Math Correlations

Hi Courtney,

Have you had a chance to complete the math correlations review? We are in the final stretch with our expert reviews, and district and guest reviews are likely to begin in January. We will need the correlations in order to do the data analysis for the final report for the Commissioner which we will begin working on soon.

Please let me know if you need anything or if I can help in any way.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

[DOE email signature](#)

|   | A<br>Publisher                       | B<br>Grades | C<br>Link to materials                                                                                                                                | D<br>Log-in                   | E<br>Password     |
|---|--------------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------|
| 1 | Accelerate Learning                  | K-5         | <a href="https://login.acceleratelearning.com/?to=n11057d165059">https://login.acceleratelearning.com/?to=n11057d165059</a>                           | floridadoe                    | mathmath!         |
| 2 |                                      |             |                                                                                                                                                       |                               |                   |
| 3 | Agile Mind Educational Holdings, INC | 9-12        | <a href="https://www.agilemind.com/programs/fl-dept-of-ed/">https://www.agilemind.com/programs/fl-dept-of-ed/</a>                                     | FLAgl1A_A                     | Agilemind         |
| 4 | Bedford, Freeman and Worth Pub.      | 9-12        | <a href="https://hs.saplinglearning.com/tbiscms/login/">https://hs.saplinglearning.com/tbiscms/login/</a>                                             | FloridaMathReview@bf.wpub.com | Review2021!       |
| 5 | Big Ideas Learning, LLC              | K-12        | <a href="https://develop.bigideasmath.com/fl23-review/">https://develop.bigideasmath.com/fl23-review/</a>                                             | FloridaReview2023             | FloridaReview2023 |
| 6 | Carnegie Learning, Inc               | 6-8         | <a href="https://discover.carnegielearning.com/FL-Math-State-Review.html#355">https://discover.carnegielearning.com/FL-Math-State-Review.html#355</a> | (no login needed)             | (no login needed) |
| 7 | Carnegie Learning, Inc               | 9-12        | <a href="https://discover.carnegielearning.com/fl-hs-math-review#">https://discover.carnegielearning.com/fl-hs-math-review#</a>                       | (no login needed)             | (no login needed) |
| 8 | Cengage Learning                     | 9-12        | <a href="https://nglreview.cengage.com/FL">https://nglreview.cengage.com/FL</a>                                                                       | adoption.review@florida.com   | Learning          |
| 9 | EdGems Math                          | 6-8         | <a href="http://www.floridaedgemsmath.com">www.floridaedgemsmath.com</a>                                                                              | grteacher@edgems.com          | floridaedgems     |

|   | F                      | G                        | H                                                                                                           |
|---|------------------------|--------------------------|-------------------------------------------------------------------------------------------------------------|
| 1 | Log-in Student Edition | Password Student Edition | Special Instructions                                                                                        |
| 2 |                        |                          |                                                                                                             |
| 3 |                        |                          |                                                                                                             |
| 4 |                        |                          | Under courses click on "Copy of Statistics and probability w/applications" Click on book cover bottom right |
| 5 |                        |                          |                                                                                                             |
| 6 |                        |                          | Reviewers will need to know their specific bid #                                                            |
| 7 |                        |                          | Reviewers will need to know their specific bid #                                                            |
| 8 |                        |                          | Reviewers will need to know their specific bid #                                                            |
| 9 |                        |                          |                                                                                                             |

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|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| 4 | <p>Within the the teacher edition, the lessons address CCSS "shifts" (focus, coherence and rigor) which the B.E.S.T. Standards DO NOT have. Is that okay?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| 6 | <p>Lessons throughout all grade levels have students solving problems using specific methods. With the B.E.S.T. Standards, that is not the expectation for the benchmarks or for students.</p> <p>Throughout all materials refers to the benchmarks as standards which is incorrect language.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 7 | <p>Throughout all materials refers to the benchmarks as standards which is incorrect language.</p> <p>For some benchmarks, in the correlations document, it states there are opportunities to address benchmark but does not give specific sections of instruction like other benchmarks.</p> <p>For some benchmarks, in the correlations document, it states that the benchmark is not addressed (which means is not aligned).</p> <p>Throughout all materials refers to the benchmarks as standards which is incorrect language.</p>                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 8 | <p>Publisher uses the term "benchmark spotlight" and we use "benchmark of focus"</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 9 | <p>"benchmark of focus"</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |



|    | A                                | B    | C                                                                                                                       | D                     | E              |
|----|----------------------------------|------|-------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------|
| 10 | EdGems Math                      | 9-12 | <a href="http://www.floridaedgemath.com">www.floridaedgemath.com</a>                                                    | gr6teacher@edgems.com | floridaedgems  |
| 11 | Houghton Mifflin Harcourt        | K-5  | <a href="https://www.jmhco.com/one/login/?connection=91005680">https://www.jmhco.com/one/login/?connection=91005680</a> | FLREVIEW              | TheBEST!       |
| 12 | Houghton Mifflin Harcourt        | 6-8  | <a href="https://www.jmhco.com/one/login/?connection=91005680">https://www.jmhco.com/one/login/?connection=91005680</a> | FLREVIEW              | TheBEST!       |
| 13 | Houghton Mifflin Harcourt        | 9-12 | <a href="https://www.jmhco.com/one/login/?connection=91005680">https://www.jmhco.com/one/login/?connection=91005680</a> | FLTeacher1            | TheBEST!       |
| 14 | Link-Systems International, Inc. | 9-12 | <a href="https://www.sofiasuccess.com/mathbid.html">https://www.sofiasuccess.com/mathbid.html</a>                       | alglrev1i             | Welcome2Sofia! |
| 15 | Math Nation                      | 6-8  | <a href="https://www.mathnation.com/review">https://www.mathnation.com/review</a>                                       |                       | MNBESTREVIEWA1 |
| 16 | Math Nation                      | 9-12 | <a href="https://www.mathnation.com/review">https://www.mathnation.com/review</a>                                       |                       | MNBESTREVIEWA1 |

|    | F | G | H                                                            |
|----|---|---|--------------------------------------------------------------|
| 10 |   |   |                                                              |
| 11 |   |   |                                                              |
| 12 |   |   |                                                              |
| 13 |   |   |                                                              |
| 14 |   |   | Different logins for all 3 courses but all go to same place. |
| 15 |   |   |                                                              |
| 16 |   |   |                                                              |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | 1<br>Publisher uses the term "benchmark spotlight" and we use "benchmark of focus".                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 10 | Within some courses, have units that specify a specific methods to solve problems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 11 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 12 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 13 | Within Algebra 1, Unit 0 contains content from elementary and middle grades, and some content from Geometry. Some benchmarks that are listed as "benchmark of focus" are outside of the Algebra 1 course.<br>Within Algebra 1, Unit 1 contains content from middle grades. Some benchmarks that are listed as "benchmark of focus" are outside of the Algebra 1 course.<br>Generally speaking within the Algebra 1 course, benchmarks are not properly aligned (some content above and below course level) and no evidence that benchmarks are not taught in isolation. Additionally, many cases in which asking students to solve by certain method which is not consistent with B.E.S.T.<br>Within the Algebra 2 course, much of the content is not aligned to the B.E.S.T. and is aligned to content from the MAFS. The B.E.S.T. Algebra 2 course does not contain conic sections, probability, distributions, sequences, series or trigonometry.<br>Within the Geometry course, little evidence of how the benchmarks are not taught in isolation and no evidence of integrated appendices. |
| 14 | Within the first unit of instruction, includes only benchmarks from the previous grade level.<br>All lessons within units focusing on one benchmark or one aspect of the benchmark concept; little evidence of benchmarks not taught in isolation.<br>Within units and lessons, no mention of the MTRs or the EEs in terms of alignment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 15 | All lessons within units focusing on one benchmark or one aspect of the benchmark concept; little evidence of benchmarks not taught in isolation.<br>Within units and lessons, no mention of the MTRs or the EEs in terms of alignment.<br>Within the Algebra 1 course, have lessons specific to solving problems using a certain method (i.e., lesson on solving systems by graphing (which is grade 8), lesson on solving systems by substitution, and lesson on solving by elimination).<br>Within the Algebra 1 course, have lessons specific to solving quadratic equation using certain method.<br>Within the Geometry course, have lessons that specify which type of proof students are to use.                                                                                                                                                                                                                                                                                                                                                                                         |
| 16 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|    | A                           | B    | C                                                                                                             | D                                        | E                                |
|----|-----------------------------|------|---------------------------------------------------------------------------------------------------------------|------------------------------------------|----------------------------------|
| 17 | Mathspace Inc.              | 9-12 | <a href="https://mathspace.co/us">https://mathspace.co/us</a>                                                 | florida_teacher_demo<br>FLRevealK5Review | ilovemath407<br>FLrevealK5review |
| 18 | McGraw Hill LLC             | K-5  | <a href="https://my.mheducation.com">my.mheducation.com</a>                                                   | FLReveal612Review                        |                                  |
| 19 | McGraw Hill LLC             | 6-8  | <a href="https://my.mheducation.com">my.mheducation.com</a>                                                   | FLReveal612Review                        | FLreveal612review                |
| 20 | McGraw Hill LLC             | 9-12 | <a href="https://my.mheducation.com">my.mheducation.com</a>                                                   |                                          | FLreveal612review                |
| 21 | Savvas Learning Company LLC | K-5  | <a href="https://www.savvas.com/index.cfm?locator=PS311h">https://www.savvas.com/index.cfm?locator=PS311h</a> | (no login needed)                        | (no login needed)                |
| 22 | Savvas Learning Company LLC | 6-8  | <a href="https://www.savvas.com/index.cfm?locator=PS311h">https://www.savvas.com/index.cfm?locator=PS311h</a> | (no login needed)                        | (no login needed)                |

|    | F                                                                           | G                                  | H                                                                                                                                                                 |
|----|-----------------------------------------------------------------------------|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | Algebra: florida_a1_s1<br>Geometry: florida_g_s1<br>Algebra2: florida_a2_s1 |                                    |                                                                                                                                                                   |
| 17 | FLRevealK5ReviewSE                                                          | ilovemath407<br>FLrevealK5reviewse | <a href="https://mathspace.co/us/florida/reviewer">https://mathspace.co/us/florida/reviewer</a>                                                                   |
| 18 | FLRevealK5ReviewSE                                                          | FLrevealK5reviewse                 | <a href="https://www.mheducation.com/prek-12/explore/states/florida/math-reviewers">https://www.mheducation.com/prek-12/explore/states/florida/math-reviewers</a> |
| 19 | FLReveal612ReviewSE                                                         | FLreveal612reviewse                | <a href="https://www.mheducation.com/prek-12/explore/states/florida/math-reviewers">https://www.mheducation.com/prek-12/explore/states/florida/math-reviewers</a> |
| 20 | FLReveal612ReviewSE                                                         | FLreveal612reviewse                | <a href="https://www.mheducation.com/prek-12/explore/states/florida/math-reviewers">https://www.mheducation.com/prek-12/explore/states/florida/math-reviewers</a> |
| 21 |                                                                             |                                    |                                                                                                                                                                   |
| 22 |                                                                             |                                    |                                                                                                                                                                   |

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|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <p>1</p> <p>Within the correlation document, have the Access Points included which weren't adopted until July 2021 which was after the publishers documents were due. Just an interesting observation.</p> <p>Within the correlation document, some of the connecting benchmarks are from previous grade levels.</p> <p>Within the courses, have lessons that are specific to solving equations, and systems of equations, using specific methods. Within the Algebra 2 course, have some directions for students to "fully simplify" problems in which students are performing operations on polynomials.</p>                                                                                           |
| 17 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 18 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|    | <p>Within the correlation document, some of the supporting/connecting benchmarks are from previous grade levels.</p> <p>Within units, lessons focus on an aspect of the benchmark or singular benchmarks (i.e., in grade 7 have lesson on solving two-step in form of <math>px+q=r</math> and lesson on <math>p(x+q)=r</math> with no other two-step equations represented). Some language around "when simplified, the expression ... is" when it should say "when simplified, the expression ... can be."</p>                                                                                                                                                                                          |
| 19 | <p>Within the correlations document, some of the supporting/connecting benchmarks are from previous grade levels.</p> <p>Within the correlations document, not all lessons have an Appendix integrated.</p> <p>No correlations documents for the honors courses.</p> <p>Within units, lessons focus on an aspect of a benchmark or singular benchmark (i.e., in Algebra 1 have lesson on writing equations in slope-intercept form (which is grade 8) and lesson on writing equations in standard and point-slope form).</p> <p>Have lessons that focus on solving equations using specific method (for both Algebra 1 and Algebra 2, show quadratic solving using each method in different lesson).</p> |
| 20 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 21 | <p>All units/lessons have a STEM Project with science benchmarks. Wondering who is checking the alignment for the science aspect?</p> <p>Seems that certain lessons focus on specific benchmark or aspect of a benchmark.</p> <p>Within grade 6, volume only focuses on fractional edge lengths but students could determine volume using whole numbers and decimals (MAFS focused only on fractional edge lengths).</p>                                                                                                                                                                                                                                                                                 |
| 22 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

|    | A                           | B    | C                                                                                                             | D                 | E                 |
|----|-----------------------------|------|---------------------------------------------------------------------------------------------------------------|-------------------|-------------------|
| 23 | Savvas Learning Company LLC | 9-12 | <a href="https://www.savvas.com/index.cfm?locator=FS311h">https://www.savvas.com/index.cfm?locator=FS311h</a> | (no login needed) | (no login needed) |
| 24 |                             |      |                                                                                                               |                   |                   |
| 25 |                             |      |                                                                                                               |                   |                   |
| 26 | 13 publishers               |      |                                                                                                               |                   |                   |

|    |                                                                                                                                                                                                                                                                                                         |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                                                                                                                                                                                                                                                                                                         |
|    | For the 9-12 courses outside of Algebra 1, Geometry and Algebra 2, the editions range from the 2nd to the 14th. Wondering how that can be if the books are truly rewritten and aligned to the B.E.S.T. Standards. Especially since all other courses have B.E.S.T. on their cover and are 1st editions. |
| 23 | Also, there are multiple books for the same course. Wondering how that is possible.<br>Within one of the books for Math College Algebra, includes concepts that are not covered within the course (i.e., trig, circles, rectangular coordinates, circular functions, etc.)                              |
| 24 |                                                                                                                                                                                                                                                                                                         |
| 25 |                                                                                                                                                                                                                                                                                                         |
| 26 |                                                                                                                                                                                                                                                                                                         |



**From:** Evans, Carey A <carey.evans@cengage.com>  
**Sent:** Friday, April 22, 2022 12:38 PM EDT  
**To:** Seeds; Cathy  
**CC:** Evans; Carey A  
**Subject:** RE: Inquiring on non-recommended list and appeal  
**Attachment(s):** "Cengage-Appeals K-12 Mathematics.xlsx"

Cathy,

No need to respond to this. We did receive what we needed yesterday. It affects us with two problems. We are submitting appeal and will also be taking these two word problems out of the text.

Thanks and have a good weekend!

Carey

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**From:** Evans, Carey A <carey.evans@cengage.com>  
**Sent:** Thursday, April 21, 2022 11:38 AM  
**To:** Seeds, Cathy <Cathy.Seeds@fldoe.org>  
**Cc:** Evans, Carey A <carey.evans@cengage.com>  
**Subject:** Inquiring on non-recommended list and appeal

Good morning Cathy,

I am sure you have been very busy this week. It has ramped up on our end as well with questions from the districts that have chosen our programs. Which leads me to contacting you.

We are a bit confused with the list of the Recommended Titles and Non-Recommended. Both lists include PreCalculus with Limits. There is not a copyright year nor an edition listed. We submitted two PreCalculus with Limits text, one regular and one with the Graphing Approach. Which are really the same books, one just includes calculator functions. Can we get clarity on which title is on the non-recommended list? In addition, will the results from the rubric be shared so we can understand and see evidence of why it was placed on the non-recommended list for Inclusion of Special Topics? Especially when both texts are the same, except for the calculator functions. This will assist with answer (e) on the attachment.

Because of this it appears we will need to go through the appeal process, the attached document (appeal rule) seems a bit confusing on the actual process. Can you provide a process? For example, do we notify you of appeal intent and submit all paperwork to you? If not, who would be the contact?

I apologize for all the questions, we are just trying to move as quickly as we can on this. If needed, we can chat live as well!

Thanks so much in advance for your time!

Carey

**Carey Evans**  
Sr. Regional Sales Manager – Southeast/Southwest  
**National Geographic Learning | Cengage**  
Cell# 864-415-0110  
[carey.evans@cengage.com](mailto:carey.evans@cengage.com)

| A     | B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | C                                                                       |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |
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| Bid # | Course                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Title                                                                   |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |
| 448   | Pre-Calculus Honors (Special Topics)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Precalculus with Limits: A Graphing Approach with CalcChar and CalcView |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |
| 3     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                         |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |
| 4     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                         |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |
| 5     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                         |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |
| 6     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                         |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |
| 7     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                         |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |
| 8     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                         |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |
| 9     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                         |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |
| 10    | Bid 448-Precalculus Honors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                         |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |
| 11    | <p><b>11. Demographics</b> The list shows the percent of individuals living below the poverty level in 2016. Use a frequency distribution and <i>Latent Precision</i> (<i>Survival of the Fittest</i>) to answer the following questions.</p> <p><b>DATA</b></p> <table border="1"> <tr><td>AK</td><td>10.9</td><td>AL</td><td>16.3</td><td>AR</td><td>16.1</td><td>AZ</td><td>16.6</td></tr> <tr><td>CA</td><td>11.0</td><td>CO</td><td>16.8</td><td>CT</td><td>10.1</td><td>DE</td><td>10.1</td></tr> <tr><td>DC</td><td>11.7</td><td>FL</td><td>16.8</td><td>HI</td><td>10.4</td><td>IA</td><td>10.7</td></tr> <tr><td>GA</td><td>11.7</td><td>IL</td><td>16.8</td><td>IN</td><td>12.7</td><td>KS</td><td>12.7</td></tr> <tr><td>HI</td><td>11.7</td><td>MD</td><td>16.8</td><td>LA</td><td>12.7</td><td>KY</td><td>12.7</td></tr> <tr><td>IA</td><td>12.4</td><td>MA</td><td>11.9</td><td>MI</td><td>11.8</td><td>MO</td><td>11.4</td></tr> <tr><td>IL</td><td>12.4</td><td>ME</td><td>11.8</td><td>MT</td><td>11.8</td><td>NC</td><td>11.4</td></tr> <tr><td>MS</td><td>20.1</td><td>NE</td><td>11.8</td><td>ND</td><td>14.4</td><td>ND</td><td>10.9</td></tr> <tr><td>MT</td><td>11.5</td><td>NH</td><td>11.8</td><td>NJ</td><td>15.9</td><td>OH</td><td>15.9</td></tr> <tr><td>NC</td><td>11.5</td><td>OK</td><td>11.8</td><td>NY</td><td>15.9</td><td>OK</td><td>14.4</td></tr> <tr><td>ND</td><td>11.5</td><td>OR</td><td>11.8</td><td>PA</td><td>11.6</td><td>RI</td><td>14.3</td></tr> <tr><td>RI</td><td>11.5</td><td>SC</td><td>11.8</td><td>VA</td><td>11.6</td><td>SC</td><td>14.3</td></tr> <tr><td>SC</td><td>11.5</td><td>TN</td><td>11.8</td><td>VT</td><td>11.7</td><td>VA</td><td>14.3</td></tr> <tr><td>SD</td><td>11.5</td><td>TX</td><td>11.8</td><td>WA</td><td>11.7</td><td>WI</td><td>11.1</td></tr> <tr><td>TX</td><td>11.5</td><td>UT</td><td>11.8</td><td>WV</td><td>10.3</td><td>WV</td><td>11.1</td></tr> <tr><td>UT</td><td>11.5</td><td>VT</td><td>11.8</td><td>WY</td><td>10.3</td><td></td><td></td></tr> </table> <p><b>EXAMPLE 5</b> Spread of a Virus. A student returns from vacation with a contagious flu virus. The spread of the virus is modeled by</p> $y = \frac{1}{1 + 4000e^{-0.0001x}}$ <p>where <math>x</math> is the number of days since the student returned and <math>y</math> is the number of students who have contracted the virus. The spread of the virus is modeled by</p> <p><b>Graphical Solution</b> Use the graphing utility to graph the function <math>y = \frac{1}{1 + 4000e^{-0.0001x}}</math> for <math>0 \leq x \leq 100</math>. The graph shows that the number of students who have contracted the virus approaches 1 as <math>x</math> increases.</p> <p><b>Algebraic Solution</b> Let <math>y = \frac{1}{1 + 4000e^{-0.0001x}}</math>. Then <math>1 + 4000e^{-0.0001x} = \frac{1}{y}</math>. Subtract 1 from both sides to get <math>4000e^{-0.0001x} = \frac{1}{y} - 1</math>. Divide both sides by 4000 to get <math>e^{-0.0001x} = \frac{1 - y}{4000y}</math>. Take the natural logarithm of both sides to get <math>-0.0001x = \ln\left(\frac{1 - y}{4000y}\right)</math>. Divide both sides by -0.0001 to get <math>x = -\frac{\ln\left(\frac{1 - y}{4000y}\right)}{0.0001}</math>.</p> <p><b>Check:</b> When <math>x = 0</math>, <math>y = \frac{1}{1 + 4000e^{-0.0001(0)}} = \frac{1}{1 + 4000} = \frac{1}{4001} \approx 0.00025</math>. When <math>x = 100</math>, <math>y = \frac{1}{1 + 4000e^{-0.0001(100)}} = \frac{1}{1 + 4000e^{-0.04}} \approx \frac{1}{1 + 4000(0.618)} \approx \frac{1}{2472} \approx 0.0004</math>.</p> <p><b>12. Chapter 3</b> Example 5 is about the spread of a “contagious flu virus” that a student spreads.</p> |                                                                         | AK   | 10.9 | AL   | 16.3 | AR   | 16.1 | AZ | 16.6 | CA | 11.0 | CO | 16.8 | CT | 10.1 | DE | 10.1 | DC | 11.7 | FL | 16.8 | HI | 10.4 | IA | 10.7 | GA | 11.7 | IL | 16.8 | IN | 12.7 | KS | 12.7 | HI | 11.7 | MD | 16.8 | LA | 12.7 | KY | 12.7 | IA | 12.4 | MA | 11.9 | MI | 11.8 | MO | 11.4 | IL | 12.4 | ME | 11.8 | MT | 11.8 | NC | 11.4 | MS | 20.1 | NE | 11.8 | ND | 14.4 | ND | 10.9 | MT | 11.5 | NH | 11.8 | NJ | 15.9 | OH | 15.9 | NC | 11.5 | OK | 11.8 | NY | 15.9 | OK | 14.4 | ND | 11.5 | OR | 11.8 | PA | 11.6 | RI | 14.3 | RI | 11.5 | SC | 11.8 | VA | 11.6 | SC | 14.3 | SC | 11.5 | TN | 11.8 | VT | 11.7 | VA | 14.3 | SD | 11.5 | TX | 11.8 | WA | 11.7 | WI | 11.1 | TX | 11.5 | UT | 11.8 | WV | 10.3 | WV | 11.1 | UT | 11.5 | VT | 11.8 | WY | 10.3 |  |  |
| AK    | 10.9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | AL                                                                      | 16.3 | AR   | 16.1 | AZ   | 16.6 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |
| CA    | 11.0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | CO                                                                      | 16.8 | CT   | 10.1 | DE   | 10.1 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |
| DC    | 11.7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | FL                                                                      | 16.8 | HI   | 10.4 | IA   | 10.7 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |
| GA    | 11.7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | IL                                                                      | 16.8 | IN   | 12.7 | KS   | 12.7 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |
| HI    | 11.7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | MD                                                                      | 16.8 | LA   | 12.7 | KY   | 12.7 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |
| IA    | 12.4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | MA                                                                      | 11.9 | MI   | 11.8 | MO   | 11.4 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |
| IL    | 12.4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ME                                                                      | 11.8 | MT   | 11.8 | NC   | 11.4 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |
| MS    | 20.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | NE                                                                      | 11.8 | ND   | 14.4 | ND   | 10.9 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |
| MT    | 11.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | NH                                                                      | 11.8 | NJ   | 15.9 | OH   | 15.9 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |
| NC    | 11.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | OK                                                                      | 11.8 | NY   | 15.9 | OK   | 14.4 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |
| ND    | 11.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | OR                                                                      | 11.8 | PA   | 11.6 | RI   | 14.3 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |
| RI    | 11.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | SC                                                                      | 11.8 | VA   | 11.6 | SC   | 14.3 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |
| SC    | 11.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | TN                                                                      | 11.8 | VT   | 11.7 | VA   | 14.3 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |
| SD    | 11.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | TX                                                                      | 11.8 | WA   | 11.7 | WI   | 11.1 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |
| TX    | 11.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | UT                                                                      | 11.8 | WV   | 10.3 | WV   | 11.1 |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |
| UT    | 11.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | VT                                                                      | 11.8 | WY   | 10.3 |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |
| 12    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                         |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |
| 13    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                         |      |      |      |      |      |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |  |  |

|    | D                                    | E                      | F       | G  | H           | I            | J          |             |
|----|--------------------------------------|------------------------|---------|----|-------------|--------------|------------|-------------|
|    | Special Topics (Y/N)<br>Y(See below) | Standards Score<br>4.8 | Emailed | De | Evaluations | Appeal Filed | What Needs | Negotiation |
| 1  |                                      |                        |         |    |             |              |            |             |
| 2  |                                      |                        |         |    |             |              |            |             |
| 3  |                                      |                        |         |    |             |              |            |             |
| 4  |                                      |                        |         |    |             |              |            |             |
| 5  |                                      |                        |         |    |             |              |            |             |
| 6  |                                      |                        |         |    |             |              |            |             |
| 7  |                                      |                        |         |    |             |              |            |             |
| 8  |                                      |                        |         |    |             |              |            |             |
| 9  |                                      |                        |         |    |             |              |            |             |
| 10 |                                      |                        |         |    |             |              |            |             |
| 11 |                                      |                        |         |    |             |              |            |             |
| 12 |                                      |                        |         |    |             |              |            |             |
| 13 |                                      |                        |         |    |             |              |            |             |

|    | K           | L                  | M      | N     |
|----|-------------|--------------------|--------|-------|
| 1  | Changes due | Content Specialist | Review | Sent: |
| 2  |             |                    |        |       |
| 3  |             |                    |        |       |
| 4  |             |                    |        |       |
| 5  |             |                    |        |       |
| 6  |             |                    |        |       |
| 7  |             |                    |        |       |
| 8  |             |                    |        |       |
| 9  |             |                    |        |       |
| 10 |             |                    |        |       |
| 11 |             |                    |        |       |
| 12 |             |                    |        |       |
| 13 |             |                    |        |       |

**From:** Seeds, Cathy <Cathy> on behalf of Seeds, Cathy <Seeds, Cathy>

**Sent:** Wednesday, April 06, 2022 8:37 AM EDT

**To:** Ethan Fieldman

**Subject:** RE: Math alignment scores

Thank you, Ethan, for this email.

We hope to have information soon as we conclude the process.

Cathy Seeds

Director, Library Media & Instructional Materials

Bureau of Standards & Instructional Support

Florida Department of Education

-----Original Message-----

From: Ethan Fieldman <ethan@mathnation.com>

Sent: Wednesday, April 6, 2022 8:12 AM

To: Seeds, Cathy <Cathy.Seeds@fldoe.org>

Subject: Math alignment scores

Hello, when are the math alignment scores going to be released?

Ethan

**Sent:** Friday, April 22, 2022 2:07 PM EDT  
**To:** Ethan Fieldman; Seeds, Cathy; Hamilton, Lauren  
**CC:** Ashley Fieldman; Shawn Wigg; Richmond, James; Rivers1, Angelia  
**Subject:** RE: Math Nation - initial appeal call  
**Attachment(s):** "image001.png"

Hi Ethan,

I'm sorry, the call is scheduled for Monday. Unfortunately, we don't have everyone on our team available for a call today.

Thanks for understanding,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Ethan Fieldman <ethan@mathnation.com>  
**Sent:** Friday, April 22, 2022 2:02 PM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>  
**Cc:** Ashley Fieldman <ashley@mathnation.com>; Shawn Wigg <shawn@mathnation.com>; Richmond, James <James.Richmond@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Subject:** Re: Math Nation - initial appeal call

Hi, any chance we could do it today?  
We only need 15 mins.

Thanks,  
Ethan

On Apr 22, 2022, at 12:34 PM, Baumbach, Amber <Amber.Baumbach@fldoe.org> wrote:

Hi Eric, Ashley, and Shawn,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Monday, April 25<sup>th</sup>, at 2:00 PM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time Math Nation has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Monday.

Math Nation - appeal  
Mon, Apr 25, 2022 2:00 PM - 2:30 PM (EDT)

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**You can also dial in using your phone.**  
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United States: [+1 \(571\) 317-3116](tel:+15713173116)

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Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

[DOE email signature](#)

**From:** Ashley Fieldman <ashley@mathnation.com>  
**Sent:** Friday, April 22, 2022 3:07 PM EDT  
**To:** Baumbach; Amber  
**CC:** Ethan Fieldman; Seeds, Cathy; Hamilton, Lauren; Shawn Wigg; Richmond, James; Rivers1, Angelia  
**Subject:** Re: Math Nation - initial appeal call  
**Attachment(s):** "image001.png", "image001.png", "image001.png"

Thank you. See you soon.

On Apr 22, 2022, at 2:03 PM, Baumbach, Amber <Amber.Baumbach@fldoe.org> wrote:

ï»¿  
Ethan,

Here is the link to the meeting.

Math Nation - appeal  
Fri, Apr 22, 2022 3:15 PM - 3:45 PM (EDT)

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Florida Department of Education  
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Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Ethan Fieldman <ethan@mathnation.com>  
**Sent:** Friday, April 22, 2022 2:49 PM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Seeds, Cathy <Cathy.Seeds@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Ashley Fieldman <ashley@mathnation.com>; Shawn Wigg <shawn@mathnation.com>; Richmond, James <James.Richmond@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Subject:** Re: Math Nation - initial appeal call

Yes, understandable.

Is there perhaps one person that we can meet with today? I believe we have made all of the requested changes and would like to show them to you (and make our printing deadlines for teachers to have materials by school starting).

We have it laid out well to show off easily.

Thanks!  
Ethan

On Apr 22, 2022, at 1:27 PM, Baumbach, Amber <Amber.Baumbach@fldoe.org> wrote:



Hi Ethan,

I'm sorry, the call is scheduled for Monday. Unfortunately, we don't have everyone on our team available for a call today.

Thanks for understanding,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)>  
**Sent:** Friday, April 22, 2022 2:02 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Ashley Fieldman <[ashley@mathnation.com](mailto:ashley@mathnation.com)>; Shawn Wigg <[shawn@mathnation.com](mailto:shawn@mathnation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
**Subject:** Re: Math Nation - initial appeal call

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Thanks,  
Ethan

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Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

[DOE email signature](#)

**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>  
**Sent:** Friday, April 22, 2022 3:03 PM EDT  
**To:** Ethan Fieldman  
**CC:** Seeds, Cathy; Hamilton, Lauren; Ashley Fieldman; Shawn Wigg; Richmond, James; Rivers1, Angelia  
**Subject:** RE: Math Nation - initial appeal call  
**Attachment(s):** "image001.png"

Ethan,

Here is the link to the meeting.

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature



---

**From:** Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)>  
**Sent:** Friday, April 22, 2022 2:49 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Ashley Fieldman <[ashley@mathnation.com](mailto:ashley@mathnation.com)>; Shawn Wigg <[shawn@mathnation.com](mailto:shawn@mathnation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
**Subject:** Re: Math Nation - initial appeal call

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**Cc:** Ashley Fieldman <[ashley@mathnation.com](mailto:ashley@mathnation.com)>; Shawn Wigg <[shawn@mathnation.com](mailto:shawn@mathnation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
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Math Nation - appeal  
Mon, Apr 25, 2022 2:00 PM - 2:30 PM (EDT)

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Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

**Sent:** Friday, April 22, 2022 2:56 PM EDT  
**To:** Ethan Fieldman  
**CC:** Seeds, Cathy; Hamilton, Lauren; Ashley Fieldman; Shawn Wigg; Richmond, James; Rivers1, Angelia  
**Subject:** RE: Math Nation - initial appeal call  
**Attachment(s):** "image001.png"

Ethan,

Here is the link to the meeting.

Math Nation - appeal  
Fri, Apr 22, 2022 3:15 PM - 3:45 PM (EDT)

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**Sent:** Friday, April 22, 2022 2:49 PM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Seeds, Cathy <Cathy.Seeds@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Ashley Fieldman <ashley@mathnation.com>; Shawn Wigg <shawn@mathnation.com>; Richmond, James <James.Richmond@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
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**Sent:** Friday, April 22, 2022 2:02 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Ashley Fieldman <[ashley@mathnation.com](mailto:ashley@mathnation.com)>; Shawn Wigg <[shawn@mathnation.com](mailto:shawn@mathnation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
**Subject:** Re: Math Nation - initial appeal call

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850-245-9115

DOE email signature



**From:** Ethan Fieldman <ethan@mathnation.com>  
**Sent:** Friday, April 22, 2022 2:57 PM EDT  
**To:** Baumbach; Amber  
**CC:** Seeds, Cathy; Hamilton, Lauren; Ashley Fieldman; Shawn Wigg; Richmond, James; Rivers1, Angelia  
**Subject:** Re: Math Nation - initial appeal call

Hi,  
Also already prepared fully the appeal for DOAH and hoping not to have to file it before end of day.

Thanks,  
Ethan

On Apr 22, 2022, at 1:48 PM, Ethan Fieldman <ethan@mathnation.com> wrote:

Hi,  
Yes, understandable.  
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**Sent:** Friday, April 22, 2022 2:02 PM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>  
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Tallahassee, FL 32399-0400  
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DOE email signature

**From:** Ethan Fieldman <ethan@mathnation.com>  
**Sent:** Friday, April 22, 2022 2:01 PM EDT  
**To:** Baumbach, Amber; Seeds, Cathy; Hamilton, Lauren  
**CC:** Ashley Fieldman; Shawn Wigg; Richmond, James; Rivers1, Angelia  
**Subject:** Re: Math Nation - initial appeal call  
**Attachment(s):** "image001.png"

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We only need 15 mins.

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DOE email signature

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**Sent:** Friday, April 22, 2022 2:48 PM EDT  
**To:** Baumbach; Amber  
**CC:** Seeds, Cathy; Hamilton, Lauren; Ashley Fieldman; Shawn Wigg; Richmond, James; Rivers1, Angelia  
**Subject:** Re: Math Nation - initial appeal call  
**Attachment(s):** "image001.png", "image001.png"

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Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature



**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>  
**Sent:** Friday, April 22, 2022 2:27 PM EDT  
**To:** Ethan Fieldman; Seeds, Cathy; Hamilton, Lauren  
**CC:** Ashley Fieldman; Shawn Wigg; Richmond, James; Rivers1, Angelia  
**Subject:** RE: Math Nation - initial appeal call  
**Attachment(s):** "image001.png"

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Florida Department of Education  
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Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

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**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>  
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325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

[DOE email signature](#)

**Sent:** Monday, April 25, 2022 8:15 AM EDT  
**To:** Harvey, Kim; Baumbach, Amber  
**CC:** Bennett, Wayne; Patton, Sallie; Tulllos, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia  
**Subject:** RE: McGraw Hill - Initial appeal call  
**Attachment(s):** "Bid 414-Grade 5.pdf", "image002.png", "image003.png"

Good morning Kim,

Thanks for following up. Please see the attached evaluations for Grade 4 Accelerated and Grade 5. I have also attached the updated spreadsheet.

Please let me know if you have any questions.

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Harvey, Kim <Kim.Harvey@mheducation.com>  
**Sent:** Friday, April 22, 2022 3:04 PM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tulllos, Lisa <lisa.tulllos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Subject:** RE: McGraw Hill - Initial appeal call

Hi Amber,  
We appreciate the opportunity for this initial meeting on Monday. We are still in need of the Grade 4 Accelerated and the Grade 5 Reviews like the PDF documents we received for grade 1 and grade 8.

Regards,  
Kim

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Sent:** Friday, April 22, 2022 11:45 AM  
**To:** Harvey, Kim <Kim.Harvey@mheducation.com>  
**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tulllos, Lisa <lisa.tulllos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Subject:** McGraw Hill - Initial appeal call

\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\*

Hello Kim,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Monday, April 25<sup>th</sup>, at 9:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time McGraw Hill has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

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McGraw Hill - appeal  
Mon, Apr 25, 2022 9:00 AM - 9:30 AM (EDT)

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**Access Code:** 643-528-429

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Thank you,

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**Reviewer's Name:** Tiffany Lo

**Title:** Florida Reveal Math, Grade 5

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**Course:** [Grade Five Mathematics](#)

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Final Recommendation

|                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?                                                                                              | Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| How would you rate the overall usability of the instructional material?                                                                                                                                                            | 4 - Good Alignment                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool. | This material far exceeded expectations to incorporate the new BEST Standards. It is obvious that the entire series of materials were organized to fulfill the BEST Standards entirely. These materials would enhance instruction in any classroom they were included in. The only 4 areas the authors should change before considering distribution are: (1) Include more true ELL supports - Offering a 'Spanish' version is not the same thing as offering |

true ELL supports woven throughout each lesson. (2) Add more drawings and models to the lessons which only feature 1 - when you feature only 1- that means you are saying there is only 1 way that lesson can be understood or interpreted. Suggestion: Ask students to come up with fun ways they would illustrate the concept - Don't use adults- We all know what we are used to seeing. (3) Remove the SEL from the 'Math is...Mindset' sections of each lesson. (4) Add more ELA explanation/reasonings and citations to each lesson. Students in 5th grade are asked to cite their evidence or justification for everything to encourage critical thinking in all their other subjects. After these modifications are resolved, this would be an extremely valuable resource to have for both teachers and schools. It encourages creativity and engagement all learners.

| Standard                    | Description                                                                                                                                                                              | Reviewer Rating         | Rating Justification                                                                           |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------|
| <a href="#">MA.5.AR.1.1</a> | Solve multi-step real-world problems involving any combination of the four operations with whole numbers, including problems in which remainders must be interpreted within the context. | 5 - Very Good Alignment | Evidence found in each link provided                                                           |
| <a href="#">MA.5.AR.1.2</a> | Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.                                      | 5 - Very Good Alignment | Evidence found in each link provided. Visual models present.                                   |
| <a href="#">MA.5.AR.1.3</a> | Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.                                                                 | 5 - Very Good Alignment | Evidence found in each link provided. Visual models included.                                  |
| <a href="#">MA.5.AR.2.1</a> | Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions.                                  | 5 - Very Good Alignment | Evidence found in each link provided; exponents and additional nesting symbols were not found. |

|                             |                                                                                                                                                                            |                         |                                                                                                                                                                                                               |
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| <a href="#">MA.5.AR.2.2</a> | Evaluate multi-step numerical expressions using order of operations.                                                                                                       | 5 - Very Good Alignment | Evidence found in each link provided. Decimals did not exceed the hundredths place and expressions did not include fractions divided by fractions.                                                            |
| <a href="#">MA.5.AR.2.3</a> | Determine and explain whether an equation involving any of the four operations is true or false.                                                                           | 4 - Good Alignment      | Evidence found in Link #2, Unit 14 p.263.                                                                                                                                                                     |
| <a href="#">MA.5.AR.2.4</a> | Given a mathematical or real-world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position. | 3 - Fair Alignment      | Very minimal problems featuring Clarification #2: Problems include the unknown and different operations on either side of the equal sign. Most problems had the variable on the right side of the equal sign. |
| <a href="#">MA.5.AR.3.1</a> | Given a numerical pattern, identify and write a rule that can describe the pattern as an expression.                                                                       | 5 - Very Good Alignment | Evidence found in the links provided.                                                                                                                                                                         |
| <a href="#">MA.5.AR.3.2</a> | Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.                                                                             | 5 - Very Good Alignment | Evidence found in the links provided.                                                                                                                                                                         |
| <a href="#">MA.5.DP.1.1</a> | Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.                                                    | 5 - Very Good Alignment | Evidence found in links provided. Explicitly taught in 13-4.                                                                                                                                                  |
| <a href="#">MA.5.DP.1.2</a> | Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.                                  | 5 - Very Good Alignment | Impressive alignment - Especially 226B 'Mean It' - fulfilling Clarification #1                                                                                                                                |
| <a href="#">MA.5.FR.1.1</a> | Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.                                                                     | 5 - Very Good Alignment | Explicit instruction provided using varying visual representations.                                                                                                                                           |

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| <a href="#">MA.5.FR.2.1</a> | Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.                                                                              | 3 - Fair Alignment      | Manipulatives, drawings, and other visuals incorporated into instruction. Did not see estimation [Clarification #1].                                                                             |
| <a href="#">MA.5.FR.2.2</a> | Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.                                             | 5 - Very Good Alignment | Evidence found in the links provided.                                                                                                                                                            |
| <a href="#">MA.5.FR.2.3</a> | When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating.                                | 3 - Fair Alignment      | Evidence provided - Not explicitly taught and found towards the end of the section titled 'Math Probe' Unit 10 p.91 - Does feature ELA standards requiring students to explain their rationale.  |
| <a href="#">MA.5.FR.2.4</a> | Extend previous understanding of division to explore the division of a unit fraction by a whole number and a whole number by a unit fraction.                                                                        | 3 - Fair Alignment      | Evidence provided - Not explicitly taught and found towards the end of the section titled 'Math Probe' Unit 11 p.153 - Does feature ELA standards requiring students to explain their rationale. |
| <a href="#">MA.5.GR.1.1</a> | Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.                                 | 5 - Very Good Alignment | Evidence found in links provided.                                                                                                                                                                |
| <a href="#">MA.5.GR.1.2</a> | Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres. | 5 - Very Good Alignment | Evidence found in links provided.                                                                                                                                                                |

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| <a href="#">MA.5.GR.2.1</a> | Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.                                                                                                                                                      | 5 - Very Good Alignment | Evidence found in links provided.                                                                                                                      |
| <a href="#">MA.5.GR.3.1</a> | Explore volume as an attribute of three-dimensional figures by packing them with unit cubes without gaps. Find the volume of a right rectangular prism with whole-number side lengths by counting unit cubes.                                                             | 5 - Very Good Alignment | Evidence found in links provided. Standard explicitly taught.                                                                                          |
| <a href="#">MA.5.GR.3.2</a> | Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula.                                                                                                                                                           | 5 - Very Good Alignment | Evidence found in links provided. Standard explicitly taught.                                                                                          |
| <a href="#">MA.5.GR.3.3</a> | Solve real-world problems involving the volume of right rectangular prisms, including problems with an unknown edge length, with whole-number edge lengths using a visual model or a formula. Write an equation with a variable for the unknown to represent the problem. | 5 - Very Good Alignment | Evidence found in links provided. Standard explicitly taught, i.e. fish tank on p.52 Lesson 5.                                                         |
| <a href="#">MA.5.GR.4.1</a> | Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.                                                                                                                                        | 5 - Very Good Alignment | Evidence found in the links provided. Explicit instruction found.                                                                                      |
| <a href="#">MA.5.GR.4.2</a> | Represent mathematical and real-world problems by plotting points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.                                                                                | 5 - Very Good Alignment | Evidence found in the links provided. Explicit instruction found.                                                                                      |
| <a href="#">MA.5.M.1.1</a>  | Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.                                                                                                                          | 3 - Fair Alignment      | Evidence found in the links provided. Explicit instruction found. More visual models preferred instead of just the fraction bars and a few containers. |
| <a href="#">MA.5.M.2.1</a>  | Solve multi-step real-world problems involving money using decimal notation.                                                                                                                                                                                              | 5 - Very Good Alignment | Evidence found in the links provided. Explicit instruction found. More visual models preferred instead of just the fraction bars.                      |

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| <a href="#">MA.5.NSO.1.1</a> | Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.                                                                                  | 5 - Very Good Alignment | Evidence found in the links provided. Explicit instruction found.                                            |
| <a href="#">MA.5.NSO.1.2</a> | Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.                                                                                                                          | 5 - Very Good Alignment | Evidence found in the links provided. Explicit instruction found. Good opening lesson for 3-3 and the scale. |
| <a href="#">MA.5.NSO.1.3</a> | Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations. | 2 - Poor Alignment      | Very minimal decomposition using objects and/or drawings.                                                    |
| <a href="#">MA.5.NSO.1.4</a> | Plot, order and compare multi-digit numbers with decimals up to the thousandths.                                                                                                                                                               | 5 - Very Good Alignment | Very good use of multiple drawings to vary instruction of this standard.                                     |
| <a href="#">MA.5.NSO.1.5</a> | Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.                                                                                                                                    | 5 - Very Good Alignment | Evidence found in links provided.                                                                            |
| <a href="#">MA.5.NSO.2.1</a> | Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.                                                                                                                                               | 5 - Very Good Alignment | Evidence found in links provided. Standard applied in different lessons.                                     |
| <a href="#">MA.5.NSO.2.2</a> | Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.                                                                            | 5 - Very Good Alignment | Evidence found in links provided. Standard applied in different lessons.                                     |
| <a href="#">MA.5.NSO.2.3</a> | Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.                                                                                                           | 5 - Very Good Alignment | Evidence found in links provided. Standard applied in different lessons.                                     |
| <a href="#">MA.5.NSO.2.4</a> | Explore the multiplication and division of multi-digit numbers with decimals to the hundredths using estimation, rounding and place value.                                                                                                     | 5 - Very Good Alignment | Evidence found in links provided. Standard applied in different lessons. Very good use of models and         |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                         |                                                                                                                                                                                                        |
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|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                         | drawings to enhance understanding of different learning styles.                                                                                                                                        |
| <a href="#">MA.5.NSO.2.5</a>   | Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.                                                                                                                                                                                                                                                                                                                                                                                                           | 3 - Fair Alignment      | Focus is primarily on using decimal grids for this standard. More model variations would help varying student learning styles.                                                                         |
| <a href="#">MA.K12.MTR.1.1</a> | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> | 5 - Very Good Alignment | 'Be Curious' and 'Ignite' fulfill this standard completely.                                                                                                                                            |
| <a href="#">MA.K12.MTR.2.1</a> | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>                                                                                                                                | 4 - Good Alignment      | There are some lesson sections that need additional models/drawings added in order to ensure appeal and understanding to all learners. *Mentioned specifically in comments with the non-MTR Standards. |



|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                         |                                                                                                                      |
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|                                | <ul style="list-style-type: none"> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>                                                                                                                                                                                                                                                                                                               |                         |                                                                                                                      |
| <a href="#">MA.K12.MTR.3.1</a> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>                                          | 5 - Very Good Alignment | Very good use of incorporating problems from previous lessons in each subsequent lesson in order to achieve fluency. |
| <a href="#">MA.K12.MTR.4.1</a> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> </ul> | 5 - Very Good Alignment | Evidence throughout the Teacher's Manual of encouraging deep mathematical discussions and problem-solving.           |

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|                                | <ul style="list-style-type: none"> <li>Construct possible arguments based on evidence.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                         |                                                                                                                                                                                                                                                                                                                                                                    |
| <a href="#">MA.K12.MTR.5.1</a> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> | 5 - Very Good Alignment | Very good use of repeating the idea of patterns throughout each lesson - especially the sections 'Reinforce Understanding,' Build Proficiency,' and 'Extend Thinking''                                                                                                                                                                                             |
| <a href="#">MA.K12.MTR.6.1</a> | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>                                                                                                                                                                                             | 3 - Fair Alignment      | It would be more effective to have this standard featured as part of every lesson. There was one lesson which used ELA strategies and had students explain their reasoning. There should be more of that - oral is good but writing should be continued to be encouraged to help students process whether or not something is reasonable. Ex. Why do you know that |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                         |                                                                                                                                                                                   |
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|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                         | 180in/ 9in cannot equal 20ft? It encourages independent thinking and analysis.                                                                                                    |
| <a href="#">MA.K12.MTR.7.1</a> | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> | 5 - Very Good Alignment | Evidence interwoven throughout each lesson.                                                                                                                                       |
| <a href="#">ELA.K12.EE.1.1</a> | Cite evidence to explain and justify reasoning.                                                                                                                                                                                                                                                                                                                                                                                                                           | 3 - Fair Alignment      | Evidence found in the links provided. For it to be BEST Standard appropriate, it should be featured in every lesson in order to encourage cross-curricular practice and learning. |
| <a href="#">ELA.K12.EE.2.1</a> | Read and comprehend grade-level complex texts proficiently.                                                                                                                                                                                                                                                                                                                                                                                                               | 5 - Very Good Alignment | Evidence found in the links provided and throughout the entire text.                                                                                                              |
| <a href="#">ELA.K12.EE.3.1</a> | Make inferences to support comprehension.                                                                                                                                                                                                                                                                                                                                                                                                                                 | 5 - Very Good Alignment | Very good incorporation of this standard. Ignite! had me thinking and wondering too.                                                                                              |

|                                  |                                                                                                                                          |                         |                                                                                                                                                                                             |
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| <a href="#">ELA.K12.EE.4.1</a>   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.            | 5 - Very Good Alignment | Evidence found in the links provided and throughout the text.                                                                                                                               |
| <a href="#">ELA.K12.EE.5.1</a>   | Use the accepted rules governing a specific format to create quality work.                                                               | 5 - Very Good Alignment | Evidence found in the links provided and throughout the text.                                                                                                                               |
| <a href="#">ELA.K12.EE.6.1</a>   | Use appropriate voice and tone when speaking or writing.                                                                                 | 5 - Very Good Alignment | Evidence found in the links provided and throughout the text.                                                                                                                               |
| <a href="#">ELD.K12.ELL.MA.1</a> | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. | 5 - Very Good Alignment | Very good incorporation of ELL supports throughout the text and supplements.                                                                                                                |
| <a href="#">ELD.K12.ELL.SI.1</a> | English language learners communicate for social and instructional purposes within the school setting.                                   | 2 - Poor Alignment      | This appears disjointed in relation to the rest of the lesson in regards to ELLs. It needs to be better applied/(more relatable to ELLs) to the lessons in order to have more of an impact. |

| Content                                                                                                                                       | Reviewer Rating         | Rating Justification                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------------------------------|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 5 - Very Good Alignment | Evidence found in the links provided. |
| 2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.             | 5 - Very Good Alignment | Evidence found in the links provided. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.                                            | 5 - Very Good Alignment | Evidence found in the links provided. |

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| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.                                                                    | 5 - Very Good Alignment | Evidence found in the links provided.                                                           |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.                                                                                       | 5 - Very Good Alignment | Evidence found in the links provided.                                                           |
| 6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.                                                               | 5 - Very Good Alignment | Evidence found in the links provided.                                                           |
| 7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.                                                                | 5 - Very Good Alignment | Evidence found in the links provided.                                                           |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.                                                           | 5 - Very Good Alignment | Evidence found in the links provided.                                                           |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.                                                                   | 5 - Very Good Alignment | Evidence found in the links provided.                                                           |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).                                                                         | 5 - Very Good Alignment | No errors found.                                                                                |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).                                | 5 - Very Good Alignment | Evidence of objectivity only.                                                                   |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 5 - Very Good Alignment | Evidence found in the links provided.                                                           |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).                                                                | 5 - Very Good Alignment | No mistakes or inconsistencies found in the materials provided.                                 |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.                                                                                          | 5 - Very Good Alignment | Current research of BEST Standards is provided throughout the materials in a very engaging way. |

|                                                                                                                                                                                                                                                                              |                         |                                                                                                                                           |
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| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.                                                                                                                                    | 5 - Very Good Alignment | Current research of BEST Standards is provided throughout the materials in a very engaging way.                                           |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.                                                                                                                                                       | 4 - Good Alignment      | Ideally would like to see a few additional drawings/models as specifically indicated for certain lessons [See Standards comments section] |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.                                                                                                                                                        | 5 - Very Good Alignment | Evidence found throughout each lesson.                                                                                                    |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.                                                                                                                           | 5 - Very Good Alignment | Evidence found throughout each lesson.                                                                                                    |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).                     | 5 - Very Good Alignment | Evidence found throughout each lesson.                                                                                                    |
| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare). | 5 - Very Good Alignment | Honorable portrayal of all beings throughout the materials.                                                                               |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material?                                                                                                                                                                      | 5 - Very Good Alignment | Evidence found throughout each lesson.                                                                                                    |

| Presentation                                                                                                                                                                                                                           | Reviewer Rating         | Rating Justification                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 5 - Very Good Alignment | Outstanding organization and layout for teachers and students: Be Curious, Ignite, Exit Ticket, Reinforce Understanding, Build Proficiency, and Extend Thinking, and Digital Games |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.                                                                                                                | 5 - Very Good Alignment | Evidence found throughout each lesson.                                                                                                                                             |

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| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.                                                                                                                           | 5 - Very Good Alignment | Outstanding organization and layout for teachers and students: Be Curious, Ignite, Exit Ticket, Reinforce Understanding, Build Proficiency, and Extend Thinking. |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.                                                           | 5 - Very Good Alignment | Evidence found throughout each lesson.                                                                                                                           |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.                                                                             | 5 - Very Good Alignment | Evidence found throughout each lesson.                                                                                                                           |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire). | 5 - Very Good Alignment | Evidence found throughout each lesson.                                                                                                                           |
| 7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).                                                                                           | 5 - Very Good Alignment | Evidence found throughout each lesson.                                                                                                                           |

| Learning                                                                                                                                                       | Reviewer Rating         | Rating Justification                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------------------------------------------------------------------|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.                                                        | 5 - Very Good Alignment | Evidence found throughout each lesson.                                              |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.                                         | 5 - Very Good Alignment | Evidence found throughout each lesson.                                              |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.                                                                | 5 - Very Good Alignment | Evidence found throughout each lesson of direct goals.                              |
| 4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers. | 5 - Very Good Alignment | Evidence found throughout each lesson.                                              |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.                                   | 5 - Very Good Alignment | Evidence found in each lesson with the: Exit Ticket, Reinforce Understanding, Build |

|                                                                                                                                                                                            |                         |                                                                                                                                                        |
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|                                                                                                                                                                                            |                         | Proficiency, and Extend Thinking.                                                                                                                      |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.                                                     | 5 - Very Good Alignment | Evidence found throughout each lesson.                                                                                                                 |
| 7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.                            | 5 - Very Good Alignment | Evidence found throughout each lesson; Very engaging as I progressed through the review, I wanted to start solving questions or responding to prompts. |
| 8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. | 5 - Very Good Alignment | Evidence found throughout each lesson.                                                                                                                 |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.                                       | 4 - Good Alignment      | ELL Supports need a little more work to become more engaging.                                                                                          |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.                                                                     | 5 - Very Good Alignment | Evidence found throughout each lesson.                                                                                                                 |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.  | 5 - Very Good Alignment | Evidence found throughout each lesson.                                                                                                                 |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.                                          | 5 - Very Good Alignment | Evidence found throughout each lesson.                                                                                                                 |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?                     | 4 - Good Alignment      | It is applicable, yet should be increased throughout each lesson to be more beneficial and impactful.                                                  |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)                                  | 5 - Very Good Alignment | Yes, the submission satisfies the LEARNING requirements set forth by all of the new BEST Standards.                                                    |



| Special Topics                                                                                                                                                                     | Reviewer Rating            | Rating Justification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?                                                            | 5 - Very Good Alignment    | CRT not found in the materials.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?                                                        | 5 - Very Good Alignment    | Yes, omitted.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?                                                                        | 5 - Very Good Alignment    | Yes, omitted.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 1 - Very Poor/No Alignment | Social Emotional Learning is solicited - found in the 'Math is...Mindset' sections found in every lesson. Refer to their comment in the 'Standards' section of this review: "The Be Curious activity always includes a Math is... Mindset question that asks students to think about social and emotional learning competencies, including relationship skills and social awareness. Throughout the program, for example: Lesson 3-3 (Volume 1, pp. 71A–74C) Lesson 5-2 (Volume 1, pp. 139A–142C) Lesson 8-3 (Volume 2, pp. 11A–14C) Lesson 11-3 (Volume 2, pp. 137A–140C) Lesson 14-1 (Volume 2, pp. 247A–250C)" |

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**Title:** Florida Reveal Math, Grade 5

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### Final Recommendation

|                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?                                                                                              | Yes                                                                                                                                                                                                                                                         |
| How would you rate the overall usability of the instructional material?                                                                                                                                                            | 4 - Good Alignment                                                                                                                                                                                                                                          |
| Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool. | Most of the lessons are aligned to benchmarks and include some nice strategies and structures to engage students in mathematical thinking. It has too much gradual release that prevents students from thinking and creating meaning on their own at times. |

| Standard                    | Description                                                                                                                                                                              | Reviewer Rating    | Rating Justification                                                                                                                                                                                            |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">MA.5.AR.1.1</a> | Solve multi-step real-world problems involving any combination of the four operations with whole numbers, including problems in which remainders must be interpreted within the context. | 4 - Good Alignment | not all of these lessons linked align to the given benchmark, however, the ones that do includemulti-step problems, include interpreting the remainder, focus on understanding what is happening in the problem |
| <a href="#">MA.5.AR.1.2</a> | Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.                                      | 4 - Good Alignment | word problems involving operations with fractions, include models and some equations                                                                                                                            |
| <a href="#">MA.5.AR.1.3</a> | Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.                                                                 | 3 - Fair Alignment | uses models to divide whole numbers by unit fractions and unit fractions by whole numbers, but then goes into the "trick" without giving too much explanation                                                   |
| <a href="#">MA.5.AR.2.1</a> | Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions.                                  | 4 - Good Alignment | gives practice relating expressions to written words and written words to expressions                                                                                                                           |
| <a href="#">MA.5.AR.2.2</a> | Evaluate multi-step numerical expressions using order of operations.                                                                                                                     | 4 - Good Alignment | gives practice evaluating expressions with parentheses and operations, including a few with fractions and decimals                                                                                              |
| <a href="#">MA.5.AR.2.3</a> | Determine and explain whether an equation involving any of the four operations is true or false.                                                                                         | 2 - Poor Alignment | this lesson tries to incorporate the old comparative relational thinking as more of a strategy to determine                                                                                                     |

|                             |                                                                                                                                                                            |                    |                                                                                                                                                                                                                |
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|                             |                                                                                                                                                                            |                    | if equations are true and has students fill in missing terms, instead of just determining whether the equation is true or false by solving the sides                                                           |
| <a href="#">MA.5.AR.2.4</a> | Given a mathematical or real-world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position. | 3 - Fair Alignment | many of the linked lessons do not relate to the benchmark, but the one that does gives some practice writing equations with a variable for the unknown and solving for the unknown                             |
| <a href="#">MA.5.AR.3.1</a> | Given a numerical pattern, identify and write a rule that can describe the pattern as an expression.                                                                       | 3 - Fair Alignment | practice writing rules for patterns and determining next terms; does not seem to ask what a specific term in the pattern would be                                                                              |
| <a href="#">MA.5.AR.3.2</a> | Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.                                                                             | 3 - Fair Alignment | input output tables, but no missing terms on the table to fill in the blank like in the B1G-M                                                                                                                  |
| <a href="#">MA.5.DP.1.1</a> | Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.                                                    | 3 - Fair Alignment | No practice with decimals to the hundredths                                                                                                                                                                    |
| <a href="#">MA.5.DP.1.2</a> | Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.                                  | 3 - Fair Alignment | sometimes there is good real-world data to help students understand the real meaning of mean as shown in the clarification and example of the benchmark, but other times it just asks to calculate the mean of |

|                             |                                                                                                                                                                                       |                    |                                                                                                                                                                                                                              |
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|                             |                                                                                                                                                                                       |                    | a random list of numbers, bringing no meaning to the calculation                                                                                                                                                             |
| <a href="#">MA.5.FR.1.1</a> | Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.                                                                                | 2 - Poor Alignment | the context problems relate dividing a whole number by a whole number to multiplying a whole number times the reciprocal of the other number, which doesn't bring meaning to the relationship between division and fractions |
| <a href="#">MA.5.FR.2.1</a> | Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.                                               | 4 - Good Alignment | good estimation lesson; good use of visuals to support addition and subtraction of fractions with unlike denominators                                                                                                        |
| <a href="#">MA.5.FR.2.2</a> | Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.              | 4 - Good Alignment | good use of models to support the math                                                                                                                                                                                       |
| <a href="#">MA.5.FR.2.3</a> | When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating. | 3 - Fair Alignment | only taught in one lesson; not really included in the other lessons its mentioned as a connecting benchmark is                                                                                                               |
| <a href="#">MA.5.FR.2.4</a> | Extend previous understanding of division to explore the division of a unit fraction by a whole number and a whole number by a unit fraction.                                         | 3 - Fair Alignment | doesn't bridge connections between the models and properties of operations to help students understand what dividing fractions means                                                                                         |

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| <a href="#">MA.5.GR.1.1</a> | Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.                                                                                      | 2 - Poor Alignment | discusses types of triangles and quadrilaterals, but does not have enough practice with classifying them into categories based on their characteristics |
| <a href="#">MA.5.GR.1.2</a> | Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.                                                      | 2 - Poor Alignment | discusses 3-D figures, but does not give a lot of practice with students classifying based on characteristics                                           |
| <a href="#">MA.5.GR.2.1</a> | Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.                                                                                                                                                      | 4 - Good Alignment | practice with perimeter and area with fractional and decimal side lengths                                                                               |
| <a href="#">MA.5.GR.3.1</a> | Explore volume as an attribute of three-dimensional figures by packing them with unit cubes without gaps. Find the volume of a right rectangular prism with whole-number side lengths by counting unit cubes.                                                             | 4 - Good Alignment | opportunities to explore volume with packing with unit cubes                                                                                            |
| <a href="#">MA.5.GR.3.2</a> | Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula.                                                                                                                                                           | 3 - Fair Alignment | some connections between the visual and formula but the visual practice is not necessarily sufficient                                                   |
| <a href="#">MA.5.GR.3.3</a> | Solve real-world problems involving the volume of right rectangular prisms, including problems with an unknown edge length, with whole-number edge lengths using a visual model or a formula. Write an equation with a variable for the unknown to represent the problem. | 4 - Good Alignment | composite figures, real-world problems present                                                                                                          |
| <a href="#">MA.5.GR.4.1</a> | Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.                                                                                                                                        | 3 - Fair Alignment | discusses ordered pairs and their meaning, but does not address that the x-axis and y-axis are just number lines                                        |

|                              |                                                                                                                                                                                                                                                |                    |                                                                                                                                             |
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| <a href="#">MA.5.GR.4.2</a>  | Represent mathematical and real-world problems by plotting points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.                                                     | 4 - Good Alignment | plotting points and analyzing data                                                                                                          |
| <a href="#">MA.5.M.1.1</a>   | Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.                                                                                               | 4 - Good Alignment | multi-step conversion problems                                                                                                              |
| <a href="#">MA.5.M.2.1</a>   | Solve multi-step real-world problems involving money using decimal notation.                                                                                                                                                                   | 4 - Good Alignment | multi-step decimal problems                                                                                                                 |
| <a href="#">MA.5.NSO.1.1</a> | Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.                                                                                  | 4 - Good Alignment | 10 x's and 1/10 relationship with whole numbers and decimals                                                                                |
| <a href="#">MA.5.NSO.1.2</a> | Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.                                                                                                                          | 4 - Good Alignment | expanded form and word form of decimals                                                                                                     |
| <a href="#">MA.5.NSO.1.3</a> | Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations. | 3 - Fair Alignment | no manipulatives to support the learning like on the B1G-M instructional tasks and items                                                    |
| <a href="#">MA.5.NSO.1.4</a> | Plot, order and compare multi-digit numbers with decimals up to the thousandths.                                                                                                                                                               | 2 - Poor Alignment | minimal plotting decimals on a number line                                                                                                  |
| <a href="#">MA.5.NSO.1.5</a> | Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.                                                                                                                                    | 3 - Fair Alignment | rounding but not using a lot of place value knowledge or number lines                                                                       |
| <a href="#">MA.5.NSO.2.1</a> | Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.                                                                                                                                               | 3 - Fair Alignment | provides opportunities for different strategies; however has specific lessons on specific strategies which is not the goal of the benchmark |

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| <a href="#">MA.5.NSO.2.2</a>   | Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.                                                                                                                                                                                                                                                                                                                                                                        | 3 - Fair Alignment | provides opportunities for different strategies; however has specific lessons on specific strategies which is not the goal of the benchmark |
| <a href="#">MA.5.NSO.2.3</a>   | Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.                                                                                                                                                                                                                                                                                                                                                                                                       | 3 - Fair Alignment | provides opportunities for different strategies; however has specific lessons on specific strategies which is not the goal of the benchmark |
| <a href="#">MA.5.NSO.2.4</a>   | Explore the multiplication and division of multi-digit numbers with decimals to the hundredths using estimation, rounding and place value.                                                                                                                                                                                                                                                                                                                                                                                                 | 2 - Poor Alignment | does not focus on exploring and using estimating                                                                                            |
| <a href="#">MA.5.NSO.2.5</a>   | Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.                                                                                                                                                                                                                                                                                                                                                                                                           | 4 - Good Alignment | good opportunities to build connections in multiplying and dividing by one-tenth and one-hundredth                                          |
| <a href="#">MA.K12.MTR.1.1</a> | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> | 4 - Good Alignment | good amount of opportunities                                                                                                                |
| <a href="#">MA.K12.MTR.2.1</a> | Demonstrate understanding by representing problems in multiple ways.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 4 - Good Alignment | good amount of opportunities                                                                                                                |



|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |                              |
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|                                | <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> |                    |                              |
| <a href="#">MA.K12.MTR.3.1</a> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>                       | 3 - Fair Alignment | some opportunities           |
| <a href="#">MA.K12.MTR.4.1</a> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p>                                                                                                                                                                                                                                                                                                                                                                                   | 4 - Good Alignment | good amount of opportunities |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                    |                                                                                                               |
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|                                | <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>                                                                                                                                                                                                           |                    |                                                                                                               |
| <a href="#">MA.K12.MTR.5.1</a> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> | 4 - Good Alignment | good amount of opportunities                                                                                  |
| <a href="#">MA.K12.MTR.6.1</a> | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                 | 3 - Fair Alignment | great lessons on estimating, however, estimation is not regularly revisited when a standard algorithm is used |

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                    |                                                              |
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|                                  | <ul style="list-style-type: none"> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>                                                                                                                                                                                                                                                |                    |                                                              |
| <a href="#">MA.K12.MTR.7.1</a>   | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> | 3 - Fair Alignment | some opportunities for real-world meaningful problem solving |
| <a href="#">ELA.K12.EE.1.1</a>   | Cite evidence to explain and justify reasoning.                                                                                                                                                                                                                                                                                                                                                                                                                           | 4 - Good Alignment | good amount of opportunities                                 |
| <a href="#">ELA.K12.EE.2.1</a>   | Read and comprehend grade-level complex texts proficiently.                                                                                                                                                                                                                                                                                                                                                                                                               | 4 - Good Alignment | good amount of opportunities                                 |
| <a href="#">ELA.K12.EE.3.1</a>   | Make inferences to support comprehension.                                                                                                                                                                                                                                                                                                                                                                                                                                 | 3 - Fair Alignment | some opportunities                                           |
| <a href="#">ELA.K12.EE.4.1</a>   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.                                                                                                                                                                                                                                                                                                                                             | 4 - Good Alignment | good amount of opportunities                                 |
| <a href="#">ELA.K12.EE.5.1</a>   | Use the accepted rules governing a specific format to create quality work.                                                                                                                                                                                                                                                                                                                                                                                                | 3 - Fair Alignment | some opportunities                                           |
| <a href="#">ELA.K12.EE.6.1</a>   | Use appropriate voice and tone when speaking or writing.                                                                                                                                                                                                                                                                                                                                                                                                                  | 3 - Fair Alignment | some opportunities                                           |
| <a href="#">ELD.K12.ELL.MA.1</a> | English language learners communicate information, ideas and concepts necessary                                                                                                                                                                                                                                                                                                                                                                                           | 4 - Good Alignment | good amount of opportunities                                 |

|                                  |                                                                                                        |                    |                                          |
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|                                  | for academic success in the content area of Mathematics.                                               |                    |                                          |
| <a href="#">ELD.K12.ELL.SI.1</a> | English language learners communicate for social and instructional purposes within the school setting. | 3 - Fair Alignment | SEL is classified as "unsolicited" below |

| Content                                                                                                                                       | Reviewer Rating    | Rating Justification                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 4 - Good Alignment | most benchmarks are well aligned to the lessons, but some are lacking with the examples and clarifications in mind                                                                       |
| 2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.             | 4 - Good Alignment | most and at the correct level                                                                                                                                                            |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.                                            | 3 - Fair Alignment | a little too much gradual release that would need to be adapted to allow students to be problem solvers and solve problems in multiple ways instead of just in 1 way shown in the lesson |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.          | 3 - Fair Alignment | some lessons do not have sufficient details, explanations, and examples                                                                                                                  |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.                             | 3 - Fair Alignment | some lessons match the level of the benchmarks but not all                                                                                                                               |
| 6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.     | 4 - Good Alignment | some times                                                                                                                                                                               |
| 7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.      | 3 - Fair Alignment | some times                                                                                                                                                                               |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 4 - Good Alignment | good use of sources                                                                                                                                                                      |

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| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.                                                                                                                    | 4 - Good Alignment      | good use of sources                                                                    |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).                                                                                                                          | 5 - Very Good Alignment | no errors seen                                                                         |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).                                                                                 | 5 - Very Good Alignment | no bias seen                                                                           |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).                                                  | 4 - Good Alignment      | good strategies and models shown for the most part, but some times there is not enough |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).                                                                                                                 | 5 - Very Good Alignment | no issues seen                                                                         |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.                                                                                                                                           | 5 - Very Good Alignment | no issues seen                                                                         |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.                                                                                                                | 3 - Fair Alignment      | some contexts are more relevant than others                                            |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.                                                                                                                                   | 4 - Good Alignment      | most seem relevant                                                                     |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.                                                                                                                                    | 3 - Fair Alignment      | some connections are meaningful to students                                            |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.                                                                                                       | 3 - Fair Alignment      | some interdisciplinary connections made                                                |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section). | 5 - Very Good Alignment | no bias seen                                                                           |
| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and                                                                    | 5 - Very Good Alignment | no issues seen                                                                         |

|                                                                                                         |                    |        |
|---------------------------------------------------------------------------------------------------------|--------------------|--------|
| inhumane treatment. (An exception may be necessary for units covering animal welfare).                  |                    |        |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 4 - Good Alignment | mostly |

| Presentation                                                                                                                                                                                                                                                        | Reviewer Rating    | Rating Justification                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------------------------------|
| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.                              | 4 - Good Alignment | the teacher may need to supplement but will not have to redesign all content                |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.                                                                                                                                             | 4 - Good Alignment | seem to align pretty well                                                                   |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.                                                                                                                           | 3 - Fair Alignment | some ordering makes sense but others should be readjusted                                   |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.                                                           | 4 - Good Alignment | seem to be decently engaging                                                                |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.                                                                             | 3 - Fair Alignment | some times the content is well chunked but other times the content is too much at one point |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire). | 4 - Good Alignment | tools available to help student groups                                                      |
| 7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).                                                                                           | 4 - Good Alignment | pretty good at meeting the presentation requirements                                        |

| Learning | Reviewer Rating | Rating Justification |
|----------|-----------------|----------------------|
|----------|-----------------|----------------------|

|                                                                                                                                                                                            |                         |                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-----------------------------------------------------------------------------------------------|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.                                                                                    | 4 - Good Alignment      | allow students to be decently motivated                                                       |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.                                                                     | 3 - Fair Alignment      | sometimes they are thoroughly taught                                                          |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.                                                                                            | 5 - Very Good Alignment | clear statements of information and outcomes available                                        |
| 4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.                             | 4 - Good Alignment      | allow for some independency but other times provides too much gradual support                 |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.                                                               | 4 - Good Alignment      | adaptable to all learners                                                                     |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.                                                     | 4 - Good Alignment      | some engagement during the learning process by incorporating discussions and other techniques |
| 7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.                            | 4 - Good Alignment      | good organization of content                                                                  |
| 8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. | 4 - Good Alignment      | good strategies used for the most part to help students be successful                         |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.                                       | 4 - Good Alignment      | good strategies used for the most part to help students be successful                         |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.                                                                     | 3 - Fair Alignment      | decent correlation                                                                            |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.  | 4 - Good Alignment      | good opportunities for assessing                                                              |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.                                          | 5 - Very Good Alignment | strategies and materials provided to meet the needs of different students                     |

|                                                                                                                                                                        |                    |                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------------------------------|
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable? | 4 - Good Alignment | good opportunities for most               |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)              | 4 - Good Alignment | overall pretty good learning requirements |

| Special Topics                                                                                                                                                                     | Reviewer Rating         | Rating Justification                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|----------------------------------------------|
| Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?                                                            | 5 - Very Good Alignment | not seen                                     |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?                                                        | 5 - Very Good Alignment | not seen                                     |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?                                                                        | 5 - Very Good Alignment | not seen                                     |
| Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 2 - Poor Alignment      | some SEL content and strategies incorporated |



**From:** Harvey, Kim <Kim.Harvey@mheducation.com>  
**Sent:** Friday, April 22, 2022 3:03 PM EDT  
**To:** Baumbach; Amber  
**CC:** Bennett, Wayne; Patton, Sallie; Tullis, Lisa; Richmond, James; Hamilton, Lauren; Seeds, Cathy; Rivers1, Angelia  
**Subject:** RE: McGraw Hill - Initial appeal call  
**Attachment(s):** "image001.png"

Hi Amber,  
We appreciate the opportunity for this initial meeting on Monday. We are still in need of the Grade 4 Accelerated and the Grade 5 Reviews like the PDF documents we received for grade 1 and grade 8.

Regards,  
Kim

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**Sent:** Friday, April 22, 2022 11:45 AM  
**To:** Harvey, Kim <Kim.Harvey@mheducation.com>  
**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Subject:** McGraw Hill - Initial appeal call

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Hello Kim,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Monday, April 25<sup>th</sup>, at 9:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time McGraw Hill has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Monday.

McGraw Hill - appeal  
Mon, Apr 25, 2022 9:00 AM - 9:30 AM (EDT)

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Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

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**Sent:** Monday, April 25, 2022 9:28 AM EDT  
**To:** Harvey, Kim; Baumbach, Amber  
**CC:** Bennett, Wayne; Patton, Sallie; Tullos, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia  
**Subject:** RE: McGraw Hill - Initial appeal call  
**Attachment(s):** "Publisher Appeal Template.xlsx", "image001.png", "image002.png"

Good morning everyone,

Thank you for speaking with us this morning.

Please see the attached appeal template. Please reach out if you have any questions or concerns along the way.

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

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**From:** Hamilton, Lauren  
**Sent:** Monday, April 25, 2022 8:18 AM  
**To:** Harvey, Kim <Kim.Harvey@mheducation.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa <lisa.tullos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Subject:** RE: McGraw Hill - Initial appeal call

Good morning Kim,

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**From:** Harvey, Kim <Kim.Harvey@mheducation.com>  
**Sent:** Friday, April 22, 2022 3:04 PM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa <lisa.tullos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
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**Subject:** McGraw Hill - Initial appeal call

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Hello Kim,

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|---|-------------------------------------|------------------------------------------|----------------------|---|---------------------------------|---|---|---|---|---|
| 1 | COURSE _____                        |                                          |                      |   |                                 |   |   |   |   |   |
| 2 | BID _____                           |                                          |                      |   |                                 |   |   |   |   |   |
| 3 | Standard Below 3<br>(if applicable) | Special Topic Concern<br>(If applicable) | Publisher Correction |   | Link to correction in materials |   |   |   |   |   |
| 4 |                                     |                                          |                      |   |                                 |   |   |   |   |   |
| 5 |                                     |                                          |                      |   |                                 |   |   |   |   |   |
| 6 |                                     |                                          |                      |   |                                 |   |   |   |   |   |
| 7 |                                     |                                          |                      |   |                                 |   |   |   |   |   |
| 8 |                                     |                                          |                      |   |                                 |   |   |   |   |   |

**From:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>  
**Sent:** Friday, April 29, 2022 8:34 AM EDT  
**To:** Harvey, Kim; Baumbach, Amber  
**CC:** Bennett, Wayne; Patton, Sallie; Tullis, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia  
**Subject:** RE: McGraw Hill - Initial appeal call  
**Attachment(s):** "image001.png", "image002.png"

Good morning Kim,

I hope all is well. I just wanted to check in this morning regarding the appeal spreadsheet. Please don't hesitate to reach out with any questions or concerns you may have while completing.

Thanks!  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

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**To:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
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Thank you for the call and for sending the template. I will distribute it to the additional MH team that was on the call.

Regards,  
Kim

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**Sent:** Monday, April 25, 2022 9:30 AM EDT  
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**Sent:** Monday, April 25, 2022 9:29 AM  
**To:** Harvey, Kim <Kim.Harvey@mheducation.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa <lisa.tullos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Subject:** RE: McGraw Hill - Initial appeal call

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Good morning everyone,

Thank you for speaking with us this morning.

Please see the attached appeal template. Please reach out if you have any questions or concerns along the way.

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

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Mon, Apr 25, 2022 9:00 AM - 9:30 AM (EDT)

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Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

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**From:** Harvey, Kim <Kim.Harvey@mheducation.com>  
**Sent:** Friday, April 29, 2022 10:37 AM EDT  
**To:** Hamilton, Lauren; Baumbach, Amber  
**CC:** Bennett, Wayne; Patton, Sallie; Tullis, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia  
**Subject:** RE: McGraw Hill - Initial appeal call  
**Attachment(s):** "image001.png", "image002.png"

Hi Lauren,

Thank you for checking in regarding our appeal. We are currently completing the appeal spreadsheets and plan to submit them very soon.

Regards,  
Kim

---

**From:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>  
**Sent:** Friday, April 29, 2022 8:35 AM  
**To:** Harvey, Kim <Kim.Harvey@mheducation.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Subject:** RE: McGraw Hill - Initial appeal call

\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\*

Good morning Kim,

I hope all is well. I just wanted to check in this morning regarding the appeal spreadsheet. Please don't hesitate to reach out with any questions or concerns you may have while completing.

Thanks!  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
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Thank you for the call and for sending the template. I will distribute it to the additional MH team that was on the call.

Regards,  
Kim

---

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| 7 |                                     |                                          |                      |   |                                 |   |   |   |   |   |
| 8 |                                     |                                          |                      |   |                                 |   |   |   |   |   |

1-

Re

**From:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>  
**Sent:** Monday, April 25, 2022 8:17 AM EDT  
**To:** Harvey, Kim; Baumbach, Amber  
**CC:** Bennett, Wayne; Patton, Sallie; Tullis, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia  
**Subject:** RE: McGraw Hill - Initial appeal call  
**Attachment(s):** "Bid 414-Grade 5.pdf", "Bid 416-Grade 4 Accelerated.pdf", "McGraw Hill-Appeals K-12 Mathematics.xlsx", "image002.png", "image003.png"

Good morning Kim,

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**Sent:** Friday, April 22, 2022 3:04 PM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Subject:** RE: McGraw Hill - Initial appeal call

Hi Amber,  
We appreciate the opportunity for this initial meeting on Monday. We are still in need of the Grade 4 Accelerated and the Grade 5 Reviews like the PDF documents we received for grade 1 and grade 8.

Regards,  
Kim

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Sent:** Friday, April 22, 2022 11:45 AM  
**To:** Harvey, Kim <Kim.Harvey@mheducation.com>  
**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Subject:** McGraw Hill - Initial appeal call

\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\*

Hello Kim,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Monday, April 25<sup>th</sup>, at 9:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time McGraw Hill has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Monday.

McGraw Hill - appeal  
Mon, Apr 25, 2022 9:00 AM - 9:30 AM (EDT)

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Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

[DOE email signature](#)

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**Reviewer's Name:** Tiffany Lo

**Title:** Florida Reveal Math, Grade 5

**Publisher:** McGraw Hill LLC

**Author:** Linda Gojak, M.Ed.; Annie Fetter, B.A.; Susie Katt, Ed.D.; Georgina Rivera, M.Ed.; John SanGiovanni, M.Ed.; Raj Shah, Ph.D.; Nicki Newton, Ed.D.; Cheryl Tobey M.Ed.; Ralph Connelly, Ph.D.; Ruth Harbin Miles, Ed.S.; Jeff Shih, Ph.D.; Dinah Zike, M.Ed.; Sharon Griffin, Ph.D.

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**Edition:** 1

**Grade Level:** K-5

**Course:** [Grade Five Mathematics](#)

**Bid ID:** 414

Final Recommendation

|                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?                                                                                              | Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| How would you rate the overall usability of the instructional material?                                                                                                                                                            | 4 - Good Alignment                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool. | This material far exceeded expectations to incorporate the new BEST Standards. It is obvious that the entire series of materials were organized to fulfill the BEST Standards entirely. These materials would enhance instruction in any classroom they were included in. The only 4 areas the authors should change before considering distribution are: (1) Include more true ELL supports - Offering a 'Spanish' version is not the same thing as offering |

true ELL supports woven throughout each lesson. (2) Add more drawings and models to the lessons which only feature 1 - when you feature only 1- that means you are saying there is only 1 way that lesson can be understood or interpreted. Suggestion: Ask students to come up with fun ways they would illustrate the concept - Don't use adults- We all know what we are used to seeing. (3) Remove the SEL from the 'Math is...Mindset' sections of each lesson. (4) Add more ELA explanation/reasonings and citations to each lesson. Students in 5th grade are asked to cite their evidence or justification for everything to encourage critical thinking in all their other subjects. After these modifications are resolved, this would be an extremely valuable resource to have for both teachers and schools. It encourages creativity and engagement all learners.

| Standard                    | Description                                                                                                                                                                              | Reviewer Rating         | Rating Justification                                                                           |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------|
| <a href="#">MA.5.AR.1.1</a> | Solve multi-step real-world problems involving any combination of the four operations with whole numbers, including problems in which remainders must be interpreted within the context. | 5 - Very Good Alignment | Evidence found in each link provided                                                           |
| <a href="#">MA.5.AR.1.2</a> | Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.                                      | 5 - Very Good Alignment | Evidence found in each link provided. Visual models present.                                   |
| <a href="#">MA.5.AR.1.3</a> | Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.                                                                 | 5 - Very Good Alignment | Evidence found in each link provided. Visual models included.                                  |
| <a href="#">MA.5.AR.2.1</a> | Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions.                                  | 5 - Very Good Alignment | Evidence found in each link provided; exponents and additional nesting symbols were not found. |

|                             |                                                                                                                                                                            |                         |                                                                                                                                                                                                               |
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| <a href="#">MA.5.AR.2.2</a> | Evaluate multi-step numerical expressions using order of operations.                                                                                                       | 5 - Very Good Alignment | Evidence found in each link provided. Decimals did not exceed the hundredths place and expressions did not include fractions divided by fractions.                                                            |
| <a href="#">MA.5.AR.2.3</a> | Determine and explain whether an equation involving any of the four operations is true or false.                                                                           | 4 - Good Alignment      | Evidence found in Link #2, Unit 14 p.263.                                                                                                                                                                     |
| <a href="#">MA.5.AR.2.4</a> | Given a mathematical or real-world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position. | 3 - Fair Alignment      | Very minimal problems featuring Clarification #2: Problems include the unknown and different operations on either side of the equal sign. Most problems had the variable on the right side of the equal sign. |
| <a href="#">MA.5.AR.3.1</a> | Given a numerical pattern, identify and write a rule that can describe the pattern as an expression.                                                                       | 5 - Very Good Alignment | Evidence found in the links provided.                                                                                                                                                                         |
| <a href="#">MA.5.AR.3.2</a> | Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.                                                                             | 5 - Very Good Alignment | Evidence found in the links provided.                                                                                                                                                                         |
| <a href="#">MA.5.DP.1.1</a> | Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.                                                    | 5 - Very Good Alignment | Evidence found in links provided. Explicitly taught in 13-4.                                                                                                                                                  |
| <a href="#">MA.5.DP.1.2</a> | Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.                                  | 5 - Very Good Alignment | Impressive alignment - Especially 226B 'Mean It' - fulfilling Clarification #1                                                                                                                                |
| <a href="#">MA.5.FR.1.1</a> | Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.                                                                     | 5 - Very Good Alignment | Explicit instruction provided using varying visual representations.                                                                                                                                           |

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| <a href="#">MA.5.FR.2.1</a> | Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.                                                                              | 3 - Fair Alignment      | Manipulatives, drawings, and other visuals incorporated into instruction. Did not see estimation [Clarification #1].                                                                             |
| <a href="#">MA.5.FR.2.2</a> | Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.                                             | 5 - Very Good Alignment | Evidence found in the links provided.                                                                                                                                                            |
| <a href="#">MA.5.FR.2.3</a> | When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating.                                | 3 - Fair Alignment      | Evidence provided - Not explicitly taught and found towards the end of the section titled 'Math Probe' Unit 10 p.91 - Does feature ELA standards requiring students to explain their rationale.  |
| <a href="#">MA.5.FR.2.4</a> | Extend previous understanding of division to explore the division of a unit fraction by a whole number and a whole number by a unit fraction.                                                                        | 3 - Fair Alignment      | Evidence provided - Not explicitly taught and found towards the end of the section titled 'Math Probe' Unit 11 p.153 - Does feature ELA standards requiring students to explain their rationale. |
| <a href="#">MA.5.GR.1.1</a> | Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.                                 | 5 - Very Good Alignment | Evidence found in links provided.                                                                                                                                                                |
| <a href="#">MA.5.GR.1.2</a> | Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres. | 5 - Very Good Alignment | Evidence found in links provided.                                                                                                                                                                |

|                             |                                                                                                                                                                                                                                                                           |                         |                                                                                                                                                        |
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| <a href="#">MA.5.GR.2.1</a> | Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.                                                                                                                                                      | 5 - Very Good Alignment | Evidence found in links provided.                                                                                                                      |
| <a href="#">MA.5.GR.3.1</a> | Explore volume as an attribute of three-dimensional figures by packing them with unit cubes without gaps. Find the volume of a right rectangular prism with whole-number side lengths by counting unit cubes.                                                             | 5 - Very Good Alignment | Evidence found in links provided. Standard explicitly taught.                                                                                          |
| <a href="#">MA.5.GR.3.2</a> | Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula.                                                                                                                                                           | 5 - Very Good Alignment | Evidence found in links provided. Standard explicitly taught.                                                                                          |
| <a href="#">MA.5.GR.3.3</a> | Solve real-world problems involving the volume of right rectangular prisms, including problems with an unknown edge length, with whole-number edge lengths using a visual model or a formula. Write an equation with a variable for the unknown to represent the problem. | 5 - Very Good Alignment | Evidence found in links provided. Standard explicitly taught, i.e. fish tank on p.52 Lesson 5.                                                         |
| <a href="#">MA.5.GR.4.1</a> | Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.                                                                                                                                        | 5 - Very Good Alignment | Evidence found in the links provided. Explicit instruction found.                                                                                      |
| <a href="#">MA.5.GR.4.2</a> | Represent mathematical and real-world problems by plotting points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.                                                                                | 5 - Very Good Alignment | Evidence found in the links provided. Explicit instruction found.                                                                                      |
| <a href="#">MA.5.M.1.1</a>  | Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.                                                                                                                          | 3 - Fair Alignment      | Evidence found in the links provided. Explicit instruction found. More visual models preferred instead of just the fraction bars and a few containers. |
| <a href="#">MA.5.M.2.1</a>  | Solve multi-step real-world problems involving money using decimal notation.                                                                                                                                                                                              | 5 - Very Good Alignment | Evidence found in the links provided. Explicit instruction found. More visual models preferred instead of just the fraction bars.                      |



|                              |                                                                                                                                                                                                                                                |                         |                                                                                                              |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|--------------------------------------------------------------------------------------------------------------|
| <a href="#">MA.5.NSO.1.1</a> | Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.                                                                                  | 5 - Very Good Alignment | Evidence found in the links provided. Explicit instruction found.                                            |
| <a href="#">MA.5.NSO.1.2</a> | Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.                                                                                                                          | 5 - Very Good Alignment | Evidence found in the links provided. Explicit instruction found. Good opening lesson for 3-3 and the scale. |
| <a href="#">MA.5.NSO.1.3</a> | Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations. | 2 - Poor Alignment      | Very minimal decomposition using objects and/or drawings.                                                    |
| <a href="#">MA.5.NSO.1.4</a> | Plot, order and compare multi-digit numbers with decimals up to the thousandths.                                                                                                                                                               | 5 - Very Good Alignment | Very good use of multiple drawings to vary instruction of this standard.                                     |
| <a href="#">MA.5.NSO.1.5</a> | Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.                                                                                                                                    | 5 - Very Good Alignment | Evidence found in links provided.                                                                            |
| <a href="#">MA.5.NSO.2.1</a> | Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.                                                                                                                                               | 5 - Very Good Alignment | Evidence found in links provided. Standard applied in different lessons.                                     |
| <a href="#">MA.5.NSO.2.2</a> | Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.                                                                            | 5 - Very Good Alignment | Evidence found in links provided. Standard applied in different lessons.                                     |
| <a href="#">MA.5.NSO.2.3</a> | Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.                                                                                                           | 5 - Very Good Alignment | Evidence found in links provided. Standard applied in different lessons.                                     |
| <a href="#">MA.5.NSO.2.4</a> | Explore the multiplication and division of multi-digit numbers with decimals to the hundredths using estimation, rounding and place value.                                                                                                     | 5 - Very Good Alignment | Evidence found in links provided. Standard applied in different lessons. Very good use of models and         |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                         |                                                                                                                                                                                                        |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                         | drawings to enhance understanding of different learning styles.                                                                                                                                        |
| <a href="#">MA.5.NSO.2.5</a>   | Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.                                                                                                                                                                                                                                                                                                                                                                                                           | 3 - Fair Alignment      | Focus is primarily on using decimal grids for this standard. More model variations would help varying student learning styles.                                                                         |
| <a href="#">MA.K12.MTR.1.1</a> | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> | 5 - Very Good Alignment | 'Be Curious' and 'Ignite' fulfill this standard completely.                                                                                                                                            |
| <a href="#">MA.K12.MTR.2.1</a> | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>                                                                                                                                | 4 - Good Alignment      | There are some lesson sections that need additional models/drawings added in order to ensure appeal and understanding to all learners. *Mentioned specifically in comments with the non-MTR Standards. |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                         |                                                                                                                      |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|----------------------------------------------------------------------------------------------------------------------|
|                                | <ul style="list-style-type: none"> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>                                                                                                                                                                                                                                                                                                               |                         |                                                                                                                      |
| <a href="#">MA.K12.MTR.3.1</a> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>                                          | 5 - Very Good Alignment | Very good use of incorporating problems from previous lessons in each subsequent lesson in order to achieve fluency. |
| <a href="#">MA.K12.MTR.4.1</a> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> </ul> | 5 - Very Good Alignment | Evidence throughout the Teacher's Manual of encouraging deep mathematical discussions and problem-solving.           |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                         |                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <ul style="list-style-type: none"> <li>• Construct possible arguments based on evidence.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                         |                                                                                                                                                                                                                                                                                                                                                                           |
| <a href="#">MA.K12.MTR.5.1</a> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> | 5 - Very Good Alignment | <p>Very good use of repeating the idea of patterns throughout each lesson - especially the sections 'Reinforce Understanding,' Build Proficiency,' and 'Extend Thinking''</p>                                                                                                                                                                                             |
| <a href="#">MA.K12.MTR.6.1</a> | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>                                                                                                                                                                                               | 3 - Fair Alignment      | <p>It would be more effective to have this standard featured as part of every lesson. There was one lesson which used ELA strategies and had students explain their reasoning. There should be more of that - oral is good but writing should be continued to be encouraged to help students process whether or not something is reasonable. Ex. Why do you know that</p> |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                         |                                                                                                                                                                                   |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                         | 180in/ 9in cannot equal 20ft? It encourages independent thinking and analysis.                                                                                                    |
| <a href="#">MA.K12.MTR.7.1</a> | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> | 5 - Very Good Alignment | Evidence interwoven throughout each lesson.                                                                                                                                       |
| <a href="#">ELA.K12.EE.1.1</a> | Cite evidence to explain and justify reasoning.                                                                                                                                                                                                                                                                                                                                                                                                                           | 3 - Fair Alignment      | Evidence found in the links provided. For it to be BEST Standard appropriate, it should be featured in every lesson in order to encourage cross-curricular practice and learning. |
| <a href="#">ELA.K12.EE.2.1</a> | Read and comprehend grade-level complex texts proficiently.                                                                                                                                                                                                                                                                                                                                                                                                               | 5 - Very Good Alignment | Evidence found in the links provided and throughout the entire text.                                                                                                              |
| <a href="#">ELA.K12.EE.3.1</a> | Make inferences to support comprehension.                                                                                                                                                                                                                                                                                                                                                                                                                                 | 5 - Very Good Alignment | Very good incorporation of this standard. Ignite! had me thinking and wondering too.                                                                                              |

|                                  |                                                                                                                                          |                         |                                                                                                                                                                                             |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">ELA.K12.EE.4.1</a>   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.            | 5 - Very Good Alignment | Evidence found in the links provided and throughout the text.                                                                                                                               |
| <a href="#">ELA.K12.EE.5.1</a>   | Use the accepted rules governing a specific format to create quality work.                                                               | 5 - Very Good Alignment | Evidence found in the links provided and throughout the text.                                                                                                                               |
| <a href="#">ELA.K12.EE.6.1</a>   | Use appropriate voice and tone when speaking or writing.                                                                                 | 5 - Very Good Alignment | Evidence found in the links provided and throughout the text.                                                                                                                               |
| <a href="#">ELD.K12.ELL.MA.1</a> | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. | 5 - Very Good Alignment | Very good incorporation of ELL supports throughout the text and supplements.                                                                                                                |
| <a href="#">ELD.K12.ELL.SI.1</a> | English language learners communicate for social and instructional purposes within the school setting.                                   | 2 - Poor Alignment      | This appears disjointed in relation to the rest of the lesson in regards to ELLs. It needs to be better applied/(more relatable to ELLs) to the lessons in order to have more of an impact. |

| Content                                                                                                                                       | Reviewer Rating         | Rating Justification                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------------------------------|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 5 - Very Good Alignment | Evidence found in the links provided. |
| 2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.             | 5 - Very Good Alignment | Evidence found in the links provided. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.                                            | 5 - Very Good Alignment | Evidence found in the links provided. |

|                                                                                                                                                                                                         |                         |                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------------------------------------------------------------------------------|
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.                                                                    | 5 - Very Good Alignment | Evidence found in the links provided.                                                           |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.                                                                                       | 5 - Very Good Alignment | Evidence found in the links provided.                                                           |
| 6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.                                                               | 5 - Very Good Alignment | Evidence found in the links provided.                                                           |
| 7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.                                                                | 5 - Very Good Alignment | Evidence found in the links provided.                                                           |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.                                                           | 5 - Very Good Alignment | Evidence found in the links provided.                                                           |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.                                                                   | 5 - Very Good Alignment | Evidence found in the links provided.                                                           |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).                                                                         | 5 - Very Good Alignment | No errors found.                                                                                |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).                                | 5 - Very Good Alignment | Evidence of objectivity only.                                                                   |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 5 - Very Good Alignment | Evidence found in the links provided.                                                           |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).                                                                | 5 - Very Good Alignment | No mistakes or inconsistencies found in the materials provided.                                 |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.                                                                                          | 5 - Very Good Alignment | Current research of BEST Standards is provided throughout the materials in a very engaging way. |

|                                                                                                                                                                                                                                                                              |                         |                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.                                                                                                                                    | 5 - Very Good Alignment | Current research of BEST Standards is provided throughout the materials in a very engaging way.                                           |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.                                                                                                                                                       | 4 - Good Alignment      | Ideally would like to see a few additional drawings/models as specifically indicated for certain lessons [See Standards comments section] |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.                                                                                                                                                        | 5 - Very Good Alignment | Evidence found throughout each lesson.                                                                                                    |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.                                                                                                                           | 5 - Very Good Alignment | Evidence found throughout each lesson.                                                                                                    |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).                     | 5 - Very Good Alignment | Evidence found throughout each lesson.                                                                                                    |
| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare). | 5 - Very Good Alignment | Honorable portrayal of all beings throughout the materials.                                                                               |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material?                                                                                                                                                                      | 5 - Very Good Alignment | Evidence found throughout each lesson.                                                                                                    |

| Presentation                                                                                                                                                                                                                           | Reviewer Rating         | Rating Justification                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 5 - Very Good Alignment | Outstanding organization and layout for teachers and students: Be Curious, Ignite, Exit Ticket, Reinforce Understanding, Build Proficiency, and Extend Thinking, and Digital Games |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.                                                                                                                | 5 - Very Good Alignment | Evidence found throughout each lesson.                                                                                                                                             |



|                                                                                                                                                                                                                                                                     |                         |                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.                                                                                                                           | 5 - Very Good Alignment | Outstanding organization and layout for teachers and students: Be Curious, Ignite, Exit Ticket, Reinforce Understanding, Build Proficiency, and Extend Thinking. |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.                                                           | 5 - Very Good Alignment | Evidence found throughout each lesson.                                                                                                                           |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.                                                                             | 5 - Very Good Alignment | Evidence found throughout each lesson.                                                                                                                           |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire). | 5 - Very Good Alignment | Evidence found throughout each lesson.                                                                                                                           |
| 7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).                                                                                           | 5 - Very Good Alignment | Evidence found throughout each lesson.                                                                                                                           |

| Learning                                                                                                                                                       | Reviewer Rating         | Rating Justification                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------------------------------------------------------------------|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.                                                        | 5 - Very Good Alignment | Evidence found throughout each lesson.                                              |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.                                         | 5 - Very Good Alignment | Evidence found throughout each lesson.                                              |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.                                                                | 5 - Very Good Alignment | Evidence found throughout each lesson of direct goals.                              |
| 4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers. | 5 - Very Good Alignment | Evidence found throughout each lesson.                                              |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.                                   | 5 - Very Good Alignment | Evidence found in each lesson with the: Exit Ticket, Reinforce Understanding, Build |

|                                                                                                                                                                                            |                         |                                                                                                                                                        |
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|                                                                                                                                                                                            |                         | Proficiency, and Extend Thinking.                                                                                                                      |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.                                                     | 5 - Very Good Alignment | Evidence found throughout each lesson.                                                                                                                 |
| 7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.                            | 5 - Very Good Alignment | Evidence found throughout each lesson; Very engaging as I progressed through the review, I wanted to start solving questions or responding to prompts. |
| 8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. | 5 - Very Good Alignment | Evidence found throughout each lesson.                                                                                                                 |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.                                       | 4 - Good Alignment      | ELL Supports need a little more work to become more engaging.                                                                                          |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.                                                                     | 5 - Very Good Alignment | Evidence found throughout each lesson.                                                                                                                 |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.  | 5 - Very Good Alignment | Evidence found throughout each lesson.                                                                                                                 |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.                                          | 5 - Very Good Alignment | Evidence found throughout each lesson.                                                                                                                 |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?                     | 4 - Good Alignment      | It is applicable, yet should be increased throughout each lesson to be more beneficial and impactful.                                                  |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)                                  | 5 - Very Good Alignment | Yes, the submission satisfies the LEARNING requirements set forth by all of the new BEST Standards.                                                    |

| Special Topics                                                                                                                                                                     | Reviewer Rating            | Rating Justification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?                                                            | 5 - Very Good Alignment    | CRT not found in the materials.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?                                                        | 5 - Very Good Alignment    | Yes, omitted.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?                                                                        | 5 - Very Good Alignment    | Yes, omitted.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 1 - Very Poor/No Alignment | Social Emotional Learning is solicited - found in the 'Math is...Mindset' sections found in every lesson. Refer to their comment in the 'Standards' section of this review: "The Be Curious activity always includes a Math is... Mindset question that asks students to think about social and emotional learning competencies, including relationship skills and social awareness. Throughout the program, for example: Lesson 3-3 (Volume 1, pp. 71A–74C) Lesson 5-2 (Volume 1, pp. 139A–142C) Lesson 8-3 (Volume 2, pp. 11A–14C) Lesson 11-3 (Volume 2, pp. 137A–140C) Lesson 14-1 (Volume 2, pp. 247A–250C)" |

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**Title:** Florida Reveal Math, Grade 5

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Final Recommendation

|                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?                                                                                              | Yes                                                                                                                                                                                                                                                         |
| How would you rate the overall usability of the instructional material?                                                                                                                                                            | 4 - Good Alignment                                                                                                                                                                                                                                          |
| Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool. | Most of the lessons are aligned to benchmarks and include some nice strategies and structures to engage students in mathematical thinking. It has too much gradual release that prevents students from thinking and creating meaning on their own at times. |

| Standard                    | Description                                                                                                                                                                              | Reviewer Rating    | Rating Justification                                                                                                                                                                                            |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">MA.5.AR.1.1</a> | Solve multi-step real-world problems involving any combination of the four operations with whole numbers, including problems in which remainders must be interpreted within the context. | 4 - Good Alignment | not all of these lessons linked align to the given benchmark, however, the ones that do includemulti-step problems, include interpreting the remainder, focus on understanding what is happening in the problem |
| <a href="#">MA.5.AR.1.2</a> | Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.                                      | 4 - Good Alignment | word problems involving operations with fractions, include models and some equations                                                                                                                            |
| <a href="#">MA.5.AR.1.3</a> | Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.                                                                 | 3 - Fair Alignment | uses models to divide whole numbers by unit fractions and unit fractions by whole numbers, but then goes into the "trick" without giving too much explanation                                                   |
| <a href="#">MA.5.AR.2.1</a> | Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions.                                  | 4 - Good Alignment | gives practice relating expressions to written words and written words to expressions                                                                                                                           |
| <a href="#">MA.5.AR.2.2</a> | Evaluate multi-step numerical expressions using order of operations.                                                                                                                     | 4 - Good Alignment | gives practice evaluating expressions with parentheses and operations, including a few with fractions and decimals                                                                                              |
| <a href="#">MA.5.AR.2.3</a> | Determine and explain whether an equation involving any of the four operations is true or false.                                                                                         | 2 - Poor Alignment | this lesson tries to incorporate the old comparative relational thinking as more of a strategy to determine                                                                                                     |

|                             |                                                                                                                                                                            |                    |                                                                                                                                                                                                                |
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|                             |                                                                                                                                                                            |                    | if equations are true and has students fill in missing terms, instead of just determining whether the equation is true or false by solving the sides                                                           |
| <a href="#">MA.5.AR.2.4</a> | Given a mathematical or real-world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position. | 3 - Fair Alignment | many of the linked lessons do not relate to the benchmark, but the one that does gives some practice writing equations with a variable for the unknown and solving for the unknown                             |
| <a href="#">MA.5.AR.3.1</a> | Given a numerical pattern, identify and write a rule that can describe the pattern as an expression.                                                                       | 3 - Fair Alignment | practice writing rules for patterns and determining next terms; does not seem to ask what a specific term in the pattern would be                                                                              |
| <a href="#">MA.5.AR.3.2</a> | Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.                                                                             | 3 - Fair Alignment | input output tables, but no missing terms on the table to fill in the blank like in the B1G-M                                                                                                                  |
| <a href="#">MA.5.DP.1.1</a> | Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.                                                    | 3 - Fair Alignment | No practice with decimals to the hundredths                                                                                                                                                                    |
| <a href="#">MA.5.DP.1.2</a> | Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.                                  | 3 - Fair Alignment | sometimes there is good real-world data to help students understand the real meaning of mean as shown in the clarification and example of the benchmark, but other times it just asks to calculate the mean of |

|                             |                                                                                                                                                                                       |                    |                                                                                                                                                                                                                              |
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|                             |                                                                                                                                                                                       |                    | a random list of numbers, bringing no meaning to the calculation                                                                                                                                                             |
| <a href="#">MA.5.FR.1.1</a> | Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.                                                                                | 2 - Poor Alignment | the context problems relate dividing a whole number by a whole number to multiplying a whole number times the reciprocal of the other number, which doesn't bring meaning to the relationship between division and fractions |
| <a href="#">MA.5.FR.2.1</a> | Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.                                               | 4 - Good Alignment | good estimation lesson; good use of visuals to support addition and subtraction of fractions with unlike denominators                                                                                                        |
| <a href="#">MA.5.FR.2.2</a> | Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.              | 4 - Good Alignment | good use of models to support the math                                                                                                                                                                                       |
| <a href="#">MA.5.FR.2.3</a> | When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating. | 3 - Fair Alignment | only taught in one lesson; not really included in the other lessons its mentioned as a connecting benchmark is                                                                                                               |
| <a href="#">MA.5.FR.2.4</a> | Extend previous understanding of division to explore the division of a unit fraction by a whole number and a whole number by a unit fraction.                                         | 3 - Fair Alignment | doesn't bridge connections between the models and properties of operations to help students understand what dividing fractions means                                                                                         |

|                             |                                                                                                                                                                                                                                                                           |                    |                                                                                                                                                         |
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| <a href="#">MA.5.GR.1.1</a> | Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.                                                                                      | 2 - Poor Alignment | discusses types of triangles and quadrilaterals, but does not have enough practice with classifying them into categories based on their characteristics |
| <a href="#">MA.5.GR.1.2</a> | Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.                                                      | 2 - Poor Alignment | discusses 3-D figures, but does not give a lot of practice with students classifying based on characteristics                                           |
| <a href="#">MA.5.GR.2.1</a> | Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.                                                                                                                                                      | 4 - Good Alignment | practice with perimeter and area with fractional and decimal side lengths                                                                               |
| <a href="#">MA.5.GR.3.1</a> | Explore volume as an attribute of three-dimensional figures by packing them with unit cubes without gaps. Find the volume of a right rectangular prism with whole-number side lengths by counting unit cubes.                                                             | 4 - Good Alignment | opportunities to explore volume with packing with unit cubes                                                                                            |
| <a href="#">MA.5.GR.3.2</a> | Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula.                                                                                                                                                           | 3 - Fair Alignment | some connections between the visual and formula but the visual practice is not necessarily sufficient                                                   |
| <a href="#">MA.5.GR.3.3</a> | Solve real-world problems involving the volume of right rectangular prisms, including problems with an unknown edge length, with whole-number edge lengths using a visual model or a formula. Write an equation with a variable for the unknown to represent the problem. | 4 - Good Alignment | composite figures, real-world problems present                                                                                                          |
| <a href="#">MA.5.GR.4.1</a> | Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.                                                                                                                                        | 3 - Fair Alignment | discusses ordered pairs and their meaning, but does not address that the x-axis and y-axis are just number lines                                        |



|                              |                                                                                                                                                                                                                                                |                    |                                                                                                                                             |
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| <a href="#">MA.5.GR.4.2</a>  | Represent mathematical and real-world problems by plotting points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.                                                     | 4 - Good Alignment | plotting points and analyzing data                                                                                                          |
| <a href="#">MA.5.M.1.1</a>   | Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.                                                                                               | 4 - Good Alignment | multi-step conversion problems                                                                                                              |
| <a href="#">MA.5.M.2.1</a>   | Solve multi-step real-world problems involving money using decimal notation.                                                                                                                                                                   | 4 - Good Alignment | multi-step decimal problems                                                                                                                 |
| <a href="#">MA.5.NSO.1.1</a> | Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.                                                                                  | 4 - Good Alignment | 10 x's and 1/10 relationship with whole numbers and decimals                                                                                |
| <a href="#">MA.5.NSO.1.2</a> | Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.                                                                                                                          | 4 - Good Alignment | expanded form and word form of decimals                                                                                                     |
| <a href="#">MA.5.NSO.1.3</a> | Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations. | 3 - Fair Alignment | no manipulatives to support the learning like on the B1G-M instructional tasks and items                                                    |
| <a href="#">MA.5.NSO.1.4</a> | Plot, order and compare multi-digit numbers with decimals up to the thousandths.                                                                                                                                                               | 2 - Poor Alignment | minimal plotting decimals on a number line                                                                                                  |
| <a href="#">MA.5.NSO.1.5</a> | Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.                                                                                                                                    | 3 - Fair Alignment | rounding but not using a lot of place value knowledge or number lines                                                                       |
| <a href="#">MA.5.NSO.2.1</a> | Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.                                                                                                                                               | 3 - Fair Alignment | provides opportunities for different strategies; however has specific lessons on specific strategies which is not the goal of the benchmark |

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| <a href="#">MA.5.NSO.2.2</a>   | Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.                                                                                                                                                                                                                                                                                                                                                                        | 3 - Fair Alignment | provides opportunities for different strategies; however has specific lessons on specific strategies which is not the goal of the benchmark |
| <a href="#">MA.5.NSO.2.3</a>   | Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.                                                                                                                                                                                                                                                                                                                                                                                                       | 3 - Fair Alignment | provides opportunities for different strategies; however has specific lessons on specific strategies which is not the goal of the benchmark |
| <a href="#">MA.5.NSO.2.4</a>   | Explore the multiplication and division of multi-digit numbers with decimals to the hundredths using estimation, rounding and place value.                                                                                                                                                                                                                                                                                                                                                                                                 | 2 - Poor Alignment | does not focus on exploring and using estimating                                                                                            |
| <a href="#">MA.5.NSO.2.5</a>   | Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.                                                                                                                                                                                                                                                                                                                                                                                                           | 4 - Good Alignment | good opportunities to build connections in multiplying and dividing by one-tenth and one-hundredth                                          |
| <a href="#">MA.K12.MTR.1.1</a> | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> | 4 - Good Alignment | good amount of opportunities                                                                                                                |
| <a href="#">MA.K12.MTR.2.1</a> | Demonstrate understanding by representing problems in multiple ways.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 4 - Good Alignment | good amount of opportunities                                                                                                                |

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|                                | <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> |                    |                              |
| <a href="#">MA.K12.MTR.3.1</a> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>                       | 3 - Fair Alignment | some opportunities           |
| <a href="#">MA.K12.MTR.4.1</a> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p>                                                                                                                                                                                                                                                                                                                                                                                   | 4 - Good Alignment | good amount of opportunities |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                    |                                                                                                               |
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|                                | <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>                                                                                                                                                                                                           |                    |                                                                                                               |
| <a href="#">MA.K12.MTR.5.1</a> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> | 4 - Good Alignment | good amount of opportunities                                                                                  |
| <a href="#">MA.K12.MTR.6.1</a> | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                 | 3 - Fair Alignment | great lessons on estimating, however, estimation is not regularly revisited when a standard algorithm is used |

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                    |                                                              |
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|                                  | <ul style="list-style-type: none"> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>                                                                                                                                                                                                                                                |                    |                                                              |
| <a href="#">MA.K12.MTR.7.1</a>   | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> | 3 - Fair Alignment | some opportunities for real-world meaningful problem solving |
| <a href="#">ELA.K12.EE.1.1</a>   | Cite evidence to explain and justify reasoning.                                                                                                                                                                                                                                                                                                                                                                                                                           | 4 - Good Alignment | good amount of opportunities                                 |
| <a href="#">ELA.K12.EE.2.1</a>   | Read and comprehend grade-level complex texts proficiently.                                                                                                                                                                                                                                                                                                                                                                                                               | 4 - Good Alignment | good amount of opportunities                                 |
| <a href="#">ELA.K12.EE.3.1</a>   | Make inferences to support comprehension.                                                                                                                                                                                                                                                                                                                                                                                                                                 | 3 - Fair Alignment | some opportunities                                           |
| <a href="#">ELA.K12.EE.4.1</a>   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.                                                                                                                                                                                                                                                                                                                                             | 4 - Good Alignment | good amount of opportunities                                 |
| <a href="#">ELA.K12.EE.5.1</a>   | Use the accepted rules governing a specific format to create quality work.                                                                                                                                                                                                                                                                                                                                                                                                | 3 - Fair Alignment | some opportunities                                           |
| <a href="#">ELA.K12.EE.6.1</a>   | Use appropriate voice and tone when speaking or writing.                                                                                                                                                                                                                                                                                                                                                                                                                  | 3 - Fair Alignment | some opportunities                                           |
| <a href="#">ELD.K12.ELL.MA.1</a> | English language learners communicate information, ideas and concepts necessary                                                                                                                                                                                                                                                                                                                                                                                           | 4 - Good Alignment | good amount of opportunities                                 |

|                                  |                                                                                                        |                    |                                          |
|----------------------------------|--------------------------------------------------------------------------------------------------------|--------------------|------------------------------------------|
|                                  | for academic success in the content area of Mathematics.                                               |                    |                                          |
| <a href="#">ELD.K12.ELL.SI.1</a> | English language learners communicate for social and instructional purposes within the school setting. | 3 - Fair Alignment | SEL is classified as "unsolicited" below |

| Content                                                                                                                                       | Reviewer Rating    | Rating Justification                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 4 - Good Alignment | most benchmarks are well aligned to the lessons, but some are lacking with the examples and clarifications in mind                                                                       |
| 2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.             | 4 - Good Alignment | most and at the correct level                                                                                                                                                            |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.                                            | 3 - Fair Alignment | a little too much gradual release that would need to be adapted to allow students to be problem solvers and solve problems in multiple ways instead of just in 1 way shown in the lesson |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.          | 3 - Fair Alignment | some lessons do not have sufficient details, explanations, and examples                                                                                                                  |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.                             | 3 - Fair Alignment | some lessons match the level of the benchmarks but not all                                                                                                                               |
| 6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.     | 4 - Good Alignment | some times                                                                                                                                                                               |
| 7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.      | 3 - Fair Alignment | some times                                                                                                                                                                               |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 4 - Good Alignment | good use of sources                                                                                                                                                                      |

|                                                                                                                                                                                                                                                          |                         |                                                                                        |
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| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.                                                                                                                    | 4 - Good Alignment      | good use of sources                                                                    |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).                                                                                                                          | 5 - Very Good Alignment | no errors seen                                                                         |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).                                                                                 | 5 - Very Good Alignment | no bias seen                                                                           |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).                                                  | 4 - Good Alignment      | good strategies and models shown for the most part, but some times there is not enough |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).                                                                                                                 | 5 - Very Good Alignment | no issues seen                                                                         |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.                                                                                                                                           | 5 - Very Good Alignment | no issues seen                                                                         |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.                                                                                                                | 3 - Fair Alignment      | some contexts are more relevant than others                                            |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.                                                                                                                                   | 4 - Good Alignment      | most seem relevant                                                                     |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.                                                                                                                                    | 3 - Fair Alignment      | some connections are meaningful to students                                            |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.                                                                                                       | 3 - Fair Alignment      | some interdisciplinary connections made                                                |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section). | 5 - Very Good Alignment | no bias seen                                                                           |
| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and                                                                    | 5 - Very Good Alignment | no issues seen                                                                         |

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| inhumane treatment. (An exception may be necessary for units covering animal welfare).                  |                    |        |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 4 - Good Alignment | mostly |

| Presentation                                                                                                                                                                                                                                                        | Reviewer Rating    | Rating Justification                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------------------------------|
| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.                              | 4 - Good Alignment | the teacher may need to supplement but will not have to redesign all content                |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.                                                                                                                                             | 4 - Good Alignment | seem to align pretty well                                                                   |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.                                                                                                                           | 3 - Fair Alignment | some ordering makes sense but others should be readjusted                                   |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.                                                           | 4 - Good Alignment | seem to be decently engaging                                                                |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.                                                                             | 3 - Fair Alignment | some times the content is well chunked but other times the content is too much at one point |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire). | 4 - Good Alignment | tools available to help student groups                                                      |
| 7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).                                                                                           | 4 - Good Alignment | pretty good at meeting the presentation requirements                                        |

| Learning | Reviewer Rating | Rating Justification |
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|----------|-----------------|----------------------|



|                                                                                                                                                                                            |                         |                                                                                               |
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| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.                                                                                    | 4 - Good Alignment      | allow students to be decently motivated                                                       |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.                                                                     | 3 - Fair Alignment      | sometimes they are thoroughly taught                                                          |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.                                                                                            | 5 - Very Good Alignment | clear statements of information and outcomes available                                        |
| 4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.                             | 4 - Good Alignment      | allow for some independency but other times provides too much gradual support                 |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.                                                               | 4 - Good Alignment      | adaptable to all learners                                                                     |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.                                                     | 4 - Good Alignment      | some engagement during the learning process by incorporating discussions and other techniques |
| 7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.                            | 4 - Good Alignment      | good organization of content                                                                  |
| 8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. | 4 - Good Alignment      | good strategies used for the most part to help students be successful                         |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.                                       | 4 - Good Alignment      | good strategies used for the most part to help students be successful                         |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.                                                                     | 3 - Fair Alignment      | decent correlation                                                                            |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.  | 4 - Good Alignment      | good opportunities for assessing                                                              |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.                                          | 5 - Very Good Alignment | strategies and materials provided to meet the needs of different students                     |

|                                                                                                                                                                        |                    |                                           |
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| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable? | 4 - Good Alignment | good opportunities for most               |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)              | 4 - Good Alignment | overall pretty good learning requirements |

| Special Topics                                                                                                                                                                     | Reviewer Rating         | Rating Justification                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|----------------------------------------------|
| Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?                                                            | 5 - Very Good Alignment | not seen                                     |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?                                                        | 5 - Very Good Alignment | not seen                                     |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?                                                                        | 5 - Very Good Alignment | not seen                                     |
| Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 2 - Poor Alignment      | some SEL content and strategies incorporated |

**Reviewer's Name:** Charity Buntin

**Title:** Florida Reveal Math, Grade 4 Accelerated

**Publisher:** McGraw Hill LLC

**Author:** Linda Gojak, M.Ed.; Annie Fetter, B.A.; Susie Katt, Ed.D.; Georgina Rivera, M.Ed.; John SanGiovanni, M.Ed.; Raj Shah, Ph.D.; Nicki Newton, Ed.D.; Cheryl Tobey M.Ed.; Ralph Connelly, Ph.D.; Ruth Harbin Miles, Ed.S.; Jeff Shih, Ph.D.; Dinah Zike, M.Ed.; Sharon Griffin, Ph.D.

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**Edition:** 1

**Grade Level:** K-5

**Course:** [Grade 4 Accelerated Mathematics](#)

**Bid ID:** 416

Final Recommendation

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| Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?                                                                                              | No                 |
| How would you rate the overall usability of the instructional material?                                                                                                                                                            | 3 - Fair Alignment |
| Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool. |                    |

| Standard                    | Description                                                                                                                                                     | Reviewer Rating    | Rating Justification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">MA.4.AR.1.1</a> | Solve real-world problems involving multiplication and division of whole numbers including problems in which remainders must be interpreted within the context. | 4 - Good Alignment | The standard asks for students to solve real-world problems. Lessons 5.2 problems seem contrived without an opportunity for student to make connections to the situation. Lessons 8-5 and 8-6 have more equations to solve than real-world problems. Also, the lessons seem to be dictating a particular strategy that students need to use to solve the problems. For Lesson 8-7 there are several division problems outside of a context of word problem. And those questions with word problems indicate that there is a remainder which removes the need for students to interpret remainders. |
| <a href="#">MA.4.AR.1.3</a> | Solve real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction.                                             | 3 - Fair Alignment | While the one lesson is very aligned, there is only one lesson indicated that provides opportunities for students to solve real world problems of fractions by a whole number and whole numbers by a fraction.                                                                                                                                                                                                                                                                                                                                                                                     |

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| <a href="#">MA.4.DP.1.1</a> | Collect and represent numerical data, including fractional values, using tables, stem-and-leaf plots or line plots.                                                                                                 | 3 - Fair Alignment      | Lesson 15-1 should address more questions related to most frequent and least frequent occurrences. 15-5 has students using the data, not collecting and representing the data. Same with 15-4. More attention should be given to students collecting and representing the data. Many of the lessons indicated for this standard seem to be more aligned with 4.DP.1.2. |
| <a href="#">MA.4.DP.1.2</a> | Determine the mode, median or range to interpret numerical data including fractional values, represented with tables, stem-and-leaf plots or line plots.                                                            | 5 - Very Good Alignment | The identified lessons address each part of the standard.                                                                                                                                                                                                                                                                                                              |
| <a href="#">MA.4.DP.1.3</a> | Solve real-world problems involving numerical data.                                                                                                                                                                 | 5 - Very Good Alignment | The identified lessons address each part of the standard.                                                                                                                                                                                                                                                                                                              |
| <a href="#">MA.4.FR.1.2</a> | Use decimal notation to represent fractions with denominators of 10 or 100, including mixed numbers and fractions greater than 1, and use fractional notation with denominators of 10 or 100 to represent decimals. | 5 - Very Good Alignment | The identified lessons address each part of the standard.                                                                                                                                                                                                                                                                                                              |
| <a href="#">MA.4.FR.2.4</a> | Extend previous understanding of multiplication to explore the multiplication of a fraction by a whole number or a whole number by a fraction.                                                                      | 5 - Very Good Alignment | The identified lessons address each part of the standard.                                                                                                                                                                                                                                                                                                              |
| <a href="#">MA.4.M.1.1</a>  | Select and use appropriate tools to measure attributes of objects.                                                                                                                                                  | 2 - Poor Alignment      | Identified lessons 14-2 and 14-3 do not align with this standard. The standard calls for students to select and use tools to measure                                                                                                                                                                                                                                   |

|                              |                                                                                                                                                                                                                                                   |                         |                                                                                                                                                                |
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|                              |                                                                                                                                                                                                                                                   |                         | but only one lesson briefly addresses this.                                                                                                                    |
| <a href="#">MA.4.M.1.2</a>   | Convert within a single system of measurement using the units: yards, feet, inches; kilometers, meters, centimeters, millimeters; pounds, ounces; kilograms, grams; gallons, quarts, pints, cups; liter, milliliter; and hours, minutes, seconds. | 4 - Good Alignment      | The lessons align with the standard but there are a few instances where students complete patterns without necessarily applying knowledge of converting units. |
| <a href="#">MA.4.M.2.1</a>   | Solve two-step real-world problems involving distances and intervals of time using any combination of the four operations.                                                                                                                        | 3 - Fair Alignment      | 15-5 is loosely related to the standard. There is only one identified lesson that seems to align completely with the standard.                                 |
| <a href="#">MA.4.M.2.2</a>   | Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation.                                                                                                                                      | 4 - Good Alignment      | There is only one lesson that addresses the standard.                                                                                                          |
| <a href="#">MA.4.NSO.1.1</a> | Express how the value of a digit in a multi-digit whole number changes if the digit moves one place to the left or right.                                                                                                                         | 4 - Good Alignment      | The identified lessons align good with standard.                                                                                                               |
| <a href="#">MA.4.NSO.1.5</a> | Plot, order and compare decimals up to the hundredths.                                                                                                                                                                                            | 5 - Very Good Alignment | The identified lessons align with standard.                                                                                                                    |
| <a href="#">MA.4.NSO.2.3</a> | Multiply two whole numbers, each up to two digits, including using a standard algorithm with procedural fluency.                                                                                                                                  | 5 - Very Good Alignment | The identified lessons align with standard.                                                                                                                    |
| <a href="#">MA.4.NSO.2.4</a> | Divide a whole number up to four digits by a one-digit whole number with procedural reliability. Represent remainders as fractional parts of the divisor.                                                                                         | 5 - Very Good Alignment | The identified lessons align with standard.                                                                                                                    |
| <a href="#">MA.4.NSO.2.6</a> | Identify the number that is one-tenth more, one-tenth less, one-hundredth more and one-hundredth less than a given number.                                                                                                                        | 5 - Very Good Alignment | The identified lessons align with standard.                                                                                                                    |
| <a href="#">MA.4.NSO.2.7</a> | Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths.                                                                                                                                                      | 5 - Very Good Alignment | The identified lessons align with standard.                                                                                                                    |

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| <a href="#">MA.5.AR.1.1</a> | Solve multi-step real-world problems involving any combination of the four operations with whole numbers, including problems in which remainders must be interpreted within the context. | 5 - Very Good Alignment | The identified lessons align with standard.                                                              |
| <a href="#">MA.5.AR.1.2</a> | Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.                                      | 5 - Very Good Alignment | The identified lessons align with standard.                                                              |
| <a href="#">MA.5.AR.1.3</a> | Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.                                                                 | 5 - Very Good Alignment | The identified lessons align with standard.                                                              |
| <a href="#">MA.5.AR.2.1</a> | Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions.                                  | 3 - Fair Alignment      | The identified lessons need more real-world contexts and exercises                                       |
| <a href="#">MA.5.AR.2.2</a> | Evaluate multi-step numerical expressions using order of operations.                                                                                                                     | 5 - Very Good Alignment | The identified lessons align with standard.                                                              |
| <a href="#">MA.5.AR.2.3</a> | Determine and explain whether an equation involving any of the four operations is true or false.                                                                                         | 4 - Good Alignment      | The identified lessons align good with standard.                                                         |
| <a href="#">MA.5.AR.2.4</a> | Given a mathematical or real-world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position.               | 2 - Poor Alignment      | Most identified lessons do not require students to write equations which is what the standard is asking. |
| <a href="#">MA.5.AR.3.1</a> | Given a numerical pattern, identify and write a rule that can describe the pattern as an expression.                                                                                     | 4 - Good Alignment      | The identified lessons align good with standard.                                                         |
| <a href="#">MA.5.AR.3.2</a> | Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.                                                                                           | 4 - Good Alignment      | The identified lessons align good with standard.                                                         |
| <a href="#">MA.5.DP.1.1</a> | Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.                                                                  | 3 - Fair Alignment      | Most of the identified lessons involve interpreting the data but the standard calls                      |

|                             |                                                                                                                                                                                       |                         |                                                                                                                                                                      |
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|                             |                                                                                                                                                                                       |                         | for students to collect and represent the data.                                                                                                                      |
| <a href="#">MA.5.DP.1.2</a> | Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.                                             | 4 - Good Alignment      | The identified lessons align good with standard.                                                                                                                     |
| <a href="#">MA.5.FR.1.1</a> | Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.                                                                                | 2 - Poor Alignment      | Lesson 10-2 involves addition of fractions, not division of two whole numbers as a fraction. Very few of the identified lessons involve what the standard is asking. |
| <a href="#">MA.5.FR.2.1</a> | Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.                                               | 4 - Good Alignment      | The identified lessons align good with standard.                                                                                                                     |
| <a href="#">MA.5.FR.2.2</a> | Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.              | 5 - Very Good Alignment | The identified lessons align with standard.                                                                                                                          |
| <a href="#">MA.5.FR.2.3</a> | When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating. | 2 - Poor Alignment      | Only one of the identified lessons addresses the standard.                                                                                                           |
| <a href="#">MA.5.FR.2.4</a> | Extend previous understanding of division to explore the division of a unit fraction by a whole number and a whole number by a unit fraction.                                         | 4 - Good Alignment      | The identified lessons align good with standard.                                                                                                                     |
| <a href="#">MA.5.GR.1.1</a> | Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.  | 3 - Fair Alignment      | Most of the identified lessons involve three-dimensional shapes which is not part of the standard                                                                    |



|                             |                                                                                                                                                                                                                                                                           |                         |                                                                                       |
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| <a href="#">MA.5.GR.1.2</a> | Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.                                                      | 4 - Good Alignment      | One of the identified lessons is calculating volume which is outside of the standard. |
| <a href="#">MA.5.GR.2.1</a> | Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.                                                                                                                                                      | 4 - Good Alignment      | The identified lessons align good with standard.                                      |
| <a href="#">MA.5.GR.3.1</a> | Explore volume as an attribute of three-dimensional figures by packing them with unit cubes without gaps. Find the volume of a right rectangular prism with whole-number side lengths by counting unit cubes.                                                             | 4 - Good Alignment      | The identified lessons align good with standard.                                      |
| <a href="#">MA.5.GR.3.2</a> | Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula.                                                                                                                                                           | 4 - Good Alignment      | The identified lessons align good with standard.                                      |
| <a href="#">MA.5.GR.3.3</a> | Solve real-world problems involving the volume of right rectangular prisms, including problems with an unknown edge length, with whole-number edge lengths using a visual model or a formula. Write an equation with a variable for the unknown to represent the problem. | 4 - Good Alignment      | Only one of the identified lessons requires students to write an equation.            |
| <a href="#">MA.5.GR.4.1</a> | Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.                                                                                                                                        | 5 - Very Good Alignment | The identified lessons align with standard.                                           |
| <a href="#">MA.5.GR.4.2</a> | Represent mathematical and real-world problems by plotting points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.                                                                                | 5 - Very Good Alignment | The identified lessons align with standard.                                           |
| <a href="#">MA.5.M.1.1</a>  | Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.                                                                                                                          | 5 - Very Good Alignment | The identified lessons align with standard.                                           |
| <a href="#">MA.5.M.2.1</a>  | Solve multi-step real-world problems involving money using decimal notation.                                                                                                                                                                                              | 5 - Very Good Alignment | The identified lessons align with standard.                                           |

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| <a href="#">MA.5.NSO.1.1</a> | Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.                                                                                  | 4 - Good Alignment      | The identified lessons align good with standard.                    |
| <a href="#">MA.5.NSO.1.2</a> | Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.                                                                                                                          | 5 - Very Good Alignment | The identified lessons align with standard.                         |
| <a href="#">MA.5.NSO.1.3</a> | Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations. | 4 - Good Alignment      | The identified lessons align good with standard.                    |
| <a href="#">MA.5.NSO.1.4</a> | Plot, order and compare multi-digit numbers with decimals up to the thousandths.                                                                                                                                                               | 2 - Poor Alignment      | Not all components of standard are met with the identified lessons. |
| <a href="#">MA.5.NSO.1.5</a> | Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.                                                                                                                                    | 4 - Good Alignment      | The identified lessons align good with standard.                    |
| <a href="#">MA.5.NSO.2.1</a> | Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.                                                                                                                                               | 4 - Good Alignment      | The identified lessons align good with standard.                    |
| <a href="#">MA.5.NSO.2.2</a> | Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.                                                                            | 3 - Fair Alignment      | Need more problems with remainders and with dividing decimals       |
| <a href="#">MA.5.NSO.2.3</a> | Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.                                                                                                           | 4 - Good Alignment      | The identified lessons align good with standard.                    |
| <a href="#">MA.5.NSO.2.4</a> | Explore the multiplication and division of multi-digit numbers with decimals to the hundredths using estimation, rounding and place value.                                                                                                     | 5 - Very Good Alignment | The identified lessons align with standard.                         |
| <a href="#">MA.5.NSO.2.5</a> | Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.                                                                                                               | 5 - Very Good Alignment | The identified lessons align with standard.                         |

|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                           |                                                                                       |
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| <p><a href="#">MA.K12.MTR.1.1</a></p> | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>                                                                                                                   | <p>4 - Good Alignment</p> | <p>The identified lessons align good with standard.</p>                               |
| <p><a href="#">MA.K12.MTR.2.1</a></p> | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> | <p>2 - Poor Alignment</p> | <p>Most pages did not require student to represent in a problem in multiple ways.</p> |
| <p><a href="#">MA.K12.MTR.3.1</a></p> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>3 - Fair Alignment</p> | <p>Most lessons rely heavy on the teacher prescribing a method to solve problems.</p> |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                    |                                                                  |
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|                                | <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>                                                                                                                                                                                                                          |                    |                                                                  |
| <a href="#">MA.K12.MTR.4.1</a> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> | 4 - Good Alignment | The identified lessons align good with standard.                 |
| <a href="#">MA.K12.MTR.5.1</a> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                       | 3 - Fair Alignment | Students are sometimes asked to look for patterns or structures. |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                    |                                                  |
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|                                | <ul style="list-style-type: none"> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>                                                             |                    |                                                  |
| <a href="#">MA.K12.MTR.6.1</a> | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> | 4 - Good Alignment | The identified lessons align good with standard. |
| <a href="#">MA.K12.MTR.7.1</a> | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>   | 4 - Good Alignment | The identified lessons align good with standard. |

|                                  |                                                                                                                                          |                    |                                                                                  |
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| <a href="#">ELA.K12.EE.1.1</a>   | Cite evidence to explain and justify reasoning.                                                                                          | 4 - Good Alignment | The identified lessons align good with standard.                                 |
| <a href="#">ELA.K12.EE.2.1</a>   | Read and comprehend grade-level complex texts proficiently.                                                                              | 4 - Good Alignment | The identified lessons align good with standard.                                 |
| <a href="#">ELA.K12.EE.3.1</a>   | Make inferences to support comprehension.                                                                                                | 3 - Fair Alignment | More reading strategies could have been implemented to help students comprehend. |
| <a href="#">ELA.K12.EE.4.1</a>   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.            | 4 - Good Alignment | The identified lessons align good with standard.                                 |
| <a href="#">ELA.K12.EE.5.1</a>   | Use the accepted rules governing a specific format to create quality work.                                                               | 4 - Good Alignment | The identified lessons align good with standard.                                 |
| <a href="#">ELA.K12.EE.6.1</a>   | Use appropriate voice and tone when speaking or writing.                                                                                 | 3 - Fair Alignment | The standard was not evident in much of the text.                                |
| <a href="#">ELD.K12.ELL.MA.1</a> | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. | 3 - Fair Alignment | Little attention was explicitly given to EL learners.                            |

| Content                                                                                                                                       | Reviewer Rating    | Rating Justification                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 4 - Good Alignment | The majority of content was aligned to the standards.           |
| 2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.             | 4 - Good Alignment | The majority of content was written to the correct skill level. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.                                            | 4 - Good Alignment | The majority of materials were adaptable.                       |

|                                                                                                                                                                                                         |                         |                                                                                           |
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| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.                                                                    | 4 - Good Alignment      | The majority of materials provide sufficient details.                                     |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.                                                                                       | 4 - Good Alignment      | The majority content matches the standards.                                               |
| 6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.                                                               | 4 - Good Alignment      | Some of the content could have been improved with improving complexity.                   |
| 7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.                                                                | 4 - Good Alignment      | Some of the content would require less time to teach and practice.                        |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.                                                           | 4 - Good Alignment      | There is some research-based information about student thinking missing from the content. |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.                                                                   | 4 - Good Alignment      | The primary and secondary sources contribute to the quality.                              |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).                                                                         | 5 - Very Good Alignment | I did not see typographical or visual errors.                                             |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).                                | 4 - Good Alignment      | Some of the contexts could be considered to be non-objective.                             |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 3 - Fair Alignment      | There is some research-based information about student thinking missing from the content. |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).                                                                | 4 - Good Alignment      | I did not see mistakes and inconsistencies.                                               |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.                                                                                          | 3 - Fair Alignment      | There is some research-based information about student thinking missing from the content. |

|                                                                                                                                                                                                                                                                              |                         |                                                            |
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| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.                                                                                                                                    | 4 - Good Alignment      | Some contexts could be improved to be more relevant.       |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.                                                                                                                                                       | 4 - Good Alignment      | Some contexts could be improved to be more relevant.       |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.                                                                                                                                                        | 3 - Fair Alignment      | Some contexts could be improved to be more relevant.       |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.                                                                                                                           | 3 - Fair Alignment      | Some contexts could be improved to be more relevant.       |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).                     | 3 - Fair Alignment      | Some contexts could be improved to be more relevant.       |
| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare). | 5 - Very Good Alignment | I did not see anything inappropriate.                      |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material?                                                                                                                                                                      | 4 - Good Alignment      | The majority of the standards are covered in the material. |

| Presentation                                                                                                                                                                                                                           | Reviewer Rating    | Rating Justification                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------------------------------------------------------------------------------------|
| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 3 - Fair Alignment | More resources could be provided to the teacher.                                                     |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.                                                                                                                | 4 - Good Alignment | Most of the components of the major tool align.                                                      |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.                                                                                              | 3 - Fair Alignment | The alignment seems off. Am not sure I agree with covering volume before place value and operations. |



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| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.                                                           | 4 - Good Alignment | Most of the readability is appropriate.                                      |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.                                                                             | 3 - Fair Alignment | Some topics needed to be covered more in depth.                              |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire). | 4 - Good Alignment | The colors of some graphics did not take color-blindness into consideration. |
| 7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).                                                                                           | 3 - Fair Alignment | More consideration to sequence and colors of visuals would be better.        |

| Learning                                                                                                                                                       | Reviewer Rating    | Rating Justification                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.                                                        | 4 - Good Alignment | Many of the student pages could be perceived as unmotivational because the contexts were contrived.                                                                                             |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.                                         | 3 - Fair Alignment | Many topics should have been covered more in-depth.                                                                                                                                             |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.                                                                | 3 - Fair Alignment | As a student I would wonder the purpose behind many of the topics. More engagement needed to make students see the relevance.                                                                   |
| 4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers. | 3 - Fair Alignment | Most topics had teachers showing their strategy to solve the problem. To be more independent learners and thinkers, students need to be able to solve problems in ways that make sense to them. |

|                                                                                                                                                                                            |                    |                                                                                                                                                                                                 |
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| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.                                                               | 3 - Fair Alignment | Most topics had teachers showing their strategy to solve the problem. To be more independent learners and thinkers, students need to be able to solve problems in ways that make sense to them. |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.                                                     | 3 - Fair Alignment | Students could use more partner or group work.                                                                                                                                                  |
| 7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.                            | 3 - Fair Alignment | The content sequence could be organized better.                                                                                                                                                 |
| 8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. | 3 - Fair Alignment | Several strategies that are successful are missing.                                                                                                                                             |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.                                       | 3 - Fair Alignment | Several strategies that are successful are missing.                                                                                                                                             |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.                                                                     | 3 - Fair Alignment | Several strategies that are successful are missing.                                                                                                                                             |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.  | 4 - Good Alignment | The exit passes seemed appropriate.                                                                                                                                                             |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.                                          | 3 - Fair Alignment | Some learners would view the amount of problems on a page intimidating.                                                                                                                         |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?                     | 3 - Fair Alignment | More ELA applications could be helpful.                                                                                                                                                         |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)                                  | 3 - Fair Alignment | All learners' needs should be taken into consideration. Also, several evidence-based research seems to be excluded from the content.                                                            |

| Special Topics                                                                                                                                                                     | Reviewer Rating         | Rating Justification                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------------------------------------------|
| Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?                                                            | 5 - Very Good Alignment | I did not see evidence that this was violated. |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?                                                        | 5 - Very Good Alignment | I did not see evidence that this was violated. |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?                                                                        | 5 - Very Good Alignment | I did not see evidence that this was violated. |
| Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 5 - Very Good Alignment | I did not see evidence that this was violated. |

**Reviewer's Name:** Gillian Rhoden

**Title:** Florida Reveal Math, Grade 4 Accelerated

**Publisher:** McGraw Hill LLC

**Author:** Linda Gojak, M.Ed.; Annie Fetter, B.A.; Susie Katt, Ed.D.; Georgina Rivera, M.Ed.; John SanGiovanni, M.Ed.; Raj Shah, Ph.D.; Nicki Newton, Ed.D.; Cheryl Tobey M.Ed.; Ralph Connelly, Ph.D.; Ruth Harbin Miles, Ed.S.; Jeff Shih, Ph.D.; Dinah Zike, M.Ed.; Sharon Griffin, Ph.D.

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**Edition:** 1

**Grade Level:** K-5

**Course:** [Grade 4 Accelerated Mathematics](#)

**Bid ID:** 416

Final Recommendation

|                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?                                                                                              | Yes                                                                                                                                                                                                                                                                                                                                                                                                  |
| How would you rate the overall usability of the instructional material?                                                                                                                                                            | 4 - Good Alignment                                                                                                                                                                                                                                                                                                                                                                                   |
| Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool. | Presentation and content alignment are sufficient. The student edition is engaging and allows for accelerated learning of the standards and benchmark. Online component is necessary for students understanding. The STEM projects, activity-based and guided practice portions are beneficial for deeper understanding of content. Teacher guided instruction is vital to introduction of material. |

| Standard                    | Description                                                                                                                                                                                                         | Reviewer Rating    | Rating Justification                                                                                                                       |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">MA.4.AR.1.1</a> | Solve real-world problems involving multiplication and division of whole numbers including problems in which remainders must be interpreted within the context.                                                     | 3 - Fair Alignment | STEM career connections videos are presented to bridge real-world application                                                              |
| <a href="#">MA.4.AR.1.3</a> | Solve real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction.                                                                                                 | 4 - Good Alignment | Activity-based exploration allows students to deepen understanding on fraction content                                                     |
| <a href="#">MA.4.DP.1.1</a> | Collect and represent numerical data, including fractional values, using tables, stem-and-leaf plots or line plots.                                                                                                 | 4 - Good Alignment | Discussion questions are presented in the book so students can share ideas                                                                 |
| <a href="#">MA.4.DP.1.2</a> | Determine the mode, median or range to interpret numerical data including fractional values, represented with tables, stem-and-leaf plots or line plots.                                                            | 4 - Good Alignment | Numerical data is presented with purpose. Students have the ability to reflect on their understanding at the end of instructional practice |
| <a href="#">MA.4.DP.1.3</a> | Solve real-world problems involving numerical data.                                                                                                                                                                 | 4 - Good Alignment | Question items in the On Your Own section of the SE are tailored to solving real world problems                                            |
| <a href="#">MA.4.FR.1.2</a> | Use decimal notation to represent fractions with denominators of 10 or 100, including mixed numbers and fractions greater than 1, and use fractional notation with denominators of 10 or 100 to represent decimals. | 4 - Good Alignment | The Work Together prompt allows students to discuss different strategies. Base Ten Blocks are presented with easy to read attributes       |
| <a href="#">MA.4.FR.2.4</a> | Extend previous understanding of multiplication to explore the multiplication of                                                                                                                                    | 4 - Good Alignment | Manipulatives are listed and encouraged.                                                                                                   |

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|                              | a fraction by a whole number or a whole number by a fraction.                                                                                                                                                                                     |                    | Numberless word problem is presented to gauge understanding of solving problems                  |
| <a href="#">MA.4.M.1.1</a>   | Select and use appropriate tools to measure attributes of objects.                                                                                                                                                                                | 4 - Good Alignment | Tools are appropriately pictured and labeled with vocabulary words                               |
| <a href="#">MA.4.M.1.2</a>   | Convert within a single system of measurement using the units: yards, feet, inches; kilometers, meters, centimeters, millimeters; pounds, ounces; kilograms, grams; gallons, quarts, pints, cups; liter, milliliter; and hours, minutes, seconds. | 4 - Good Alignment | Independent work is structured with word problems                                                |
| <a href="#">MA.4.M.2.1</a>   | Solve two-step real-world problems involving distances and intervals of time using any combination of the four operations.                                                                                                                        | 4 - Good Alignment | Few problems are presented. The Extend your thinking item requires a deep level on understanding |
| <a href="#">MA.4.M.2.2</a>   | Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation.                                                                                                                                      | 4 - Good Alignment | Purchasing of items in the real world connect theory to practice                                 |
| <a href="#">MA.4.NSO.1.1</a> | Express how the value of a digit in a multi-digit whole number changes if the digit moves one place to the left or right.                                                                                                                         | 4 - Good Alignment | Online component allows students to make connections across standards                            |
| <a href="#">MA.4.NSO.1.5</a> | Plot, order and compare decimals up to the hundredths.                                                                                                                                                                                            | 4 - Good Alignment | Many questions presented. Allows for adequate student practice                                   |
| <a href="#">MA.4.NSO.2.3</a> | Multiply two whole numbers, each up to two digits, including using a standard algorithm with procedural fluency.                                                                                                                                  | 4 - Good Alignment | standard algorithm is presented in chunkable steps. Adequate practice is sufficient              |
| <a href="#">MA.4.NSO.2.4</a> | Divide a whole number up to four digits by a one-digit whole number with procedural reliability. Represent remainders as fractional parts of the divisor.                                                                                         | 3 - Fair Alignment | Partner practice through guided exploration activity                                             |

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| <a href="#">MA.4.NSO.2.6</a> | Identify the number that is one-tenth more, one-tenth less, one-hundredth more and one-hundredth less than a given number.                                                               | 4 - Good Alignment | Learning progressions are detailed and easy for the teacher to follow.                                                             |
| <a href="#">MA.4.NSO.2.7</a> | Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths.                                                                                             | 4 - Good Alignment | Teacher resources are available and can be applied across standards                                                                |
| <a href="#">MA.5.AR.1.1</a>  | Solve multi-step real-world problems involving any combination of the four operations with whole numbers, including problems in which remainders must be interpreted within the context. | 4 - Good Alignment | Math mindset allows for deeper understanding of benchmark                                                                          |
| <a href="#">MA.5.AR.1.2</a>  | Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.                                      | 4 - Good Alignment | Teaching tip presented in teacher addition panel creates discussion points and transitional questions                              |
| <a href="#">MA.5.AR.1.3</a>  | Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.                                                                 | 4 - Good Alignment | Explore and develop allow students to ask questions about multiple strategies and connect to real-world problems                   |
| <a href="#">MA.5.AR.2.1</a>  | Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions.                                  | 4 - Good Alignment | Bring it together format creates number sense and creativity in strategies used across benchmarks. Problem solving and connections |
| <a href="#">MA.5.AR.2.2</a>  | Evaluate multi-step numerical expressions using order of operations.                                                                                                                     | 4 - Good Alignment | Using a balance to show model equations allow students to visualize that both sides of an equation must be equal                   |

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| <a href="#">MA.5.AR.2.3</a> | Determine and explain whether an equation involving any of the four operations is true or false.                                                                           | 4 - Good Alignment | Responsible decision-making section connects math concepts and encourages them to evaluate their own understanding of expressions |
| <a href="#">MA.5.AR.2.4</a> | Given a mathematical or real-world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position. | 4 - Good Alignment | Work together section allows students to peer tutor                                                                               |
| <a href="#">MA.5.AR.3.1</a> | Given a numerical pattern, identify and write a rule that can describe the pattern as an expression.                                                                       | 3 - Fair Alignment | The example question is broken into chunkable sections for students to understand separate steps of the problems                  |
| <a href="#">MA.5.AR.3.2</a> | Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.                                                                             | 3 - Fair Alignment | Not enough practice is presented                                                                                                  |
| <a href="#">MA.5.DP.1.1</a> | Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.                                                    | 4 - Good Alignment | Activity-based exploration would be needed                                                                                        |
| <a href="#">MA.5.DP.1.2</a> | Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.                                  | 4 - Good Alignment | The online portal is necessary for student progress and growth                                                                    |
| <a href="#">MA.5.FR.1.1</a> | Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.                                                                     | 3 - Fair Alignment | ot enough practice is presented                                                                                                   |
| <a href="#">MA.5.FR.2.1</a> | Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.                                    | 4 - Good Alignment | The online portal is necessary for student progress and growth                                                                    |
| <a href="#">MA.5.FR.2.2</a> | Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and                                                          | 4 - Good Alignment | Activity-based exploration is necessary for students understanding                                                                |



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|                             | fractions greater than 1, with procedural reliability.                                                                                                                                                               |                    |                                                                                                                                              |
| <a href="#">MA.5.FR.2.3</a> | When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating.                                | 3 - Fair Alignment | Fluency Builder should be presented for this lesson                                                                                          |
| <a href="#">MA.5.FR.2.4</a> | Extend previous understanding of division to explore the division of a unit fraction by a whole number and a whole number by a unit fraction.                                                                        | 3 - Fair Alignment | the Go Online portal is necessary for student understanding and teacher facilitation                                                         |
| <a href="#">MA.5.GR.1.1</a> | Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.                                 | 4 - Good Alignment | Sufficient practice is presented                                                                                                             |
| <a href="#">MA.5.GR.1.2</a> | Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres. | 4 - Good Alignment | the benchmark is covered sufficiently. STEM activity at the beginning of the unit allows for deeper understanding and real-world application |
| <a href="#">MA.5.GR.2.1</a> | Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.                                                                                                 | 4 - Good Alignment | Formulas are presented. Students are able to work together to find area and perimeter                                                        |
| <a href="#">MA.5.GR.3.1</a> | Explore volume as an attribute of three-dimensional figures by packing them with unit cubes without gaps. Find the volume of a right rectangular prism with whole-number side lengths by counting unit cubes.        | 4 - Good Alignment | Application of area and perimeter to volume connection. Students are asked how all of the formulas are related                               |
| <a href="#">MA.5.GR.3.2</a> | Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula.                                                                                                      | 4 - Good Alignment | Deeper understanding of single level volume connected to composite figures                                                                   |

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| <a href="#">MA.5.GR.3.3</a>  | Solve real-world problems involving the volume of right rectangular prisms, including problems with an unknown edge length, with whole-number edge lengths using a visual model or a formula. Write an equation with a variable for the unknown to represent the problem. | 4 - Good Alignment | Math Replay videos are necessary to bridge understanding                                |
| <a href="#">MA.5.GR.4.1</a>  | Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.                                                                                                                                        | 4 - Good Alignment | Connect data to tables and graphs                                                       |
| <a href="#">MA.5.GR.4.2</a>  | Represent mathematical and real-world problems by plotting points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.                                                                                | 4 - Good Alignment | The use of appropriate tools and models to justify understanding of how to model data   |
| <a href="#">MA.5.M.1.1</a>   | Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.                                                                                                                          | 3 - Fair Alignment | Word problems and STEM connection presented                                             |
| <a href="#">MA.5.M.2.1</a>   | Solve multi-step real-world problems involving money using decimal notation.                                                                                                                                                                                              | 4 - Good Alignment | Sufficient fluency practice.                                                            |
| <a href="#">MA.5.NSO.1.1</a> | Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.                                                                                                             | 4 - Good Alignment | Relationship of whole number place value and decimal value to connect across standards. |
| <a href="#">MA.5.NSO.1.2</a> | Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.                                                                                                                                                     | 4 - Good Alignment | Relationship of whole number place value and decimal value to connect across standards. |
| <a href="#">MA.5.NSO.1.3</a> | Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations.                            | 4 - Good Alignment | Relationship of whole number place value and decimal value to connect across standards. |

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| <a href="#">MA.5.NSO.1.4</a>   | Plot, order and compare multi-digit numbers with decimals up to the thousandths.                                                                                                                                                                                                                                                                                                                                                                            | 4 - Good Alignment      | Discussion questions are built into the introduction questions                  |
| <a href="#">MA.5.NSO.1.5</a>   | Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.                                                                                                                                                                                                                                                                                                                                                 | 5 - Very Good Alignment | Choose a strategy method allows for student creativity                          |
| <a href="#">MA.5.NSO.2.1</a>   | Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.                                                                                                                                                                                                                                                                                                                                                            | 5 - Very Good Alignment | Key takeaway section aligns with the lesson objective                           |
| <a href="#">MA.5.NSO.2.2</a>   | Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.                                                                                                                                                                                                                                                                                         | 3 - Fair Alignment      | students are allowed to choose a strategy. Builds fluency and number sense      |
| <a href="#">MA.5.NSO.2.3</a>   | Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.                                                                                                                                                                                                                                                                                                                        | 4 - Good Alignment      | Sufficient fluency practice.                                                    |
| <a href="#">MA.5.NSO.2.4</a>   | Explore the multiplication and division of multi-digit numbers with decimals to the hundredths using estimation, rounding and place value.                                                                                                                                                                                                                                                                                                                  | 4 - Good Alignment      | Common error informs teachers of the ways students may misinterpret the lesson  |
| <a href="#">MA.5.NSO.2.5</a>   | Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.                                                                                                                                                                                                                                                                                                                            | 4 - Good Alignment      | activity based and guided exploration allows for differentiation of instruction |
| <a href="#">MA.K12.MTR.1.1</a> | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul> | 3 - Fair Alignment      | Discussion questions are presented in the book so students can share ideas      |

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|                                | <ul style="list-style-type: none"> <li>• Help and support each other when attempting a new method or approach.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                         |                                                                                                                                  |
| <a href="#">MA.K12.MTR.2.1</a> | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> | 4 - Good Alignment      | <p>teachers are allowed to break apart lessons into multiple tiers. Allows for differentiation and multiple strategy methods</p> |
| <a href="#">MA.K12.MTR.3.1</a> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>                                                                                                   | 5 - Very Good Alignment | <p>clear indication of choose your own method</p>                                                                                |

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| <p><a href="#">MA.K12.MTR.4.1</a></p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>  | <p>5 - Very Good Alignment</p> | <p>discussion questions are embedded in the students edition and teacher dialogue</p>        |
| <p><a href="#">MA.K12.MTR.5.1</a></p> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> | <p>5 - Very Good Alignment</p> | <p>tiered scaffolding of concepts allow students to logically work through math concepts</p> |

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| <a href="#">MA.K12.MTR.6.1</a> | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> | <p>5 - Very Good Alignment</p> | <p>Reasonableness is clearly stated in estimation lessons. Students are able to work through problems and check their work with inverse operations.</p> |
| <a href="#">MA.K12.MTR.7.1</a> | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>   | <p>5 - Very Good Alignment</p> | <p>STEM connection problems in each lesson as well as a STEM related project for every unit</p>                                                         |
| <a href="#">ELA.K12.EE.1.1</a> | <p>Cite evidence to explain and justify reasoning.</p>                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>4 - Good Alignment</p>      | <p>Elicit evidence of student thinking portion of TE book. Also for inquiry of problem solving and multiple step questions</p>                          |
| <a href="#">ELA.K12.EE.2.1</a> | <p>Read and comprehend grade-level complex texts proficiently.</p>                                                                                                                                                                                                                                                                                                                                                                                                          | <p>4 - Good Alignment</p>      | <p>Content written appropriately and easy to read for both student and teacher</p>                                                                      |

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| <a href="#">ELA.K12.EE.3.1</a>   | Make inferences to support comprehension.                                                                                                | 4 - Good Alignment      | Inferencing skills utilized throughout the problem solving questions             |
| <a href="#">ELA.K12.EE.4.1</a>   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.            | 5 - Very Good Alignment | Digital component and review videos engage students                              |
| <a href="#">ELA.K12.EE.5.1</a>   | Use the accepted rules governing a specific format to create quality work.                                                               | 5 - Very Good Alignment | math development and progression expected                                        |
| <a href="#">ELA.K12.EE.6.1</a>   | Use appropriate voice and tone when speaking or writing.                                                                                 | 4 - Good Alignment      | Good use of discussion points and student perspective                            |
| <a href="#">ELD.K12.ELL.MA.1</a> | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. | 5 - Very Good Alignment | Language development component for each lesson along with digital teacher center |

| Content                                                                                                                                       | Reviewer Rating         | Rating Justification                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------------------------------------------------------------------------------------------------------------|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 4 - Good Alignment      | All standards are presented. Student practice questions need to be increased to build flency                        |
| 2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.             | 5 - Very Good Alignment | high expectations of skills are presented. the content is written at the appropriate rigor for student acceleration |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.                                            | 4 - Good Alignment      | Teaching resources are adaptable and can be used across the content and useful for supplemental aid                 |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.          | 3 - Fair Alignment      | Only 1 introduction questions is presented and then students are expected to be able to work with the standard      |

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| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.                                                                                       | 4 - Good Alignment      | Level of difficulty matches the acceleration content                                                                                  |
| 6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.                                                               | 4 - Good Alignment      | Level of difficulty matches the acceleration content in connection to student ability.                                                |
| 7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.                                                                | 4 - Good Alignment      | Lessons are broken into appropriate sizes for an acceleration class. Would not be applicable to the pace of a general education class |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.                                                           | 4 - Good Alignment      | sources are acceptable and reflect appropriate material                                                                               |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.                                                                   | 4 - Good Alignment      | Sources contribute to the real-world connection, especially STEM connections                                                          |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).                                                                         | 5 - Very Good Alignment | Content is presented accurately and appropriately                                                                                     |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).                                | 5 - Very Good Alignment | Content is accurate and free of bias                                                                                                  |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 4 - Good Alignment      | Standards and models are accurate and represent material appropriately                                                                |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).                                                                | 5 - Very Good Alignment | content is factual and free of inconsistencies                                                                                        |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.                                                                                          | 5 - Very Good Alignment | Content is aligned and use up-to-date references                                                                                      |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.                                                               | 5 - Very Good Alignment | Appropriate and relevant.                                                                                                             |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.                                                                                  | 5 - Very Good Alignment | Appropriate and relevant.                                                                                                             |



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| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.                                                                                                                                                        | 4 - Good Alignment      | Real-life connections are meaningful and allow for deeper connection of the content   |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.                                                                                                                           | 4 - Good Alignment      | Allow for a math mindset. Learning progression creates appropriate meaning of content |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).                     | 4 - Good Alignment      | Multicultural representation is fair and unbiased                                     |
| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare). | 5 - Very Good Alignment | Not presented.                                                                        |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material?                                                                                                                                                                      | 5 - Very Good Alignment | benchmarks and standards are appropriately aligned and covered.                       |

| Presentation                                                                                                                                                                                                                           | Reviewer Rating         | Rating Justification                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------------------------------------------------------------------------------|
| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 4 - Good Alignment      | appropriate presentation of material. teacher would not need to supplement curriculum |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.                                                                                                                | 5 - Very Good Alignment | all components are relevant and align                                                 |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.                                                                                              | 5 - Very Good Alignment | materials allow for a logical presentation. Organized and easy to follow              |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.                              | 4 - Good Alignment      | appropriate reading levels. Visuals are engaging and narratives are informative       |

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| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.                                                                             | 4 - Good Alignment      | units are chunked into easy to pace content. easy to perceive for students and teachers                        |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire). | 5 - Very Good Alignment | UDL inclusive. Formatted for multiple learning modes and intelligences. Differentiation would be easy to adopt |
| 7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).                                                                                           | 5 - Very Good Alignment | Content is presented adequately.                                                                               |

| Learning                                                                                                                                                        | Reviewer Rating         | Rating Justification                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-----------------------------------------------------------------------------------------------|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.                                                         | 4 - Good Alignment      | Digital component and math review videos are engaging                                         |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.                                          | 4 - Good Alignment      | multiple big ideas across standards presented to connect ideas                                |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.                                                                 | 5 - Very Good Alignment | Learning objectives are clear and concise                                                     |
| 4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.  | 5 - Very Good Alignment | discussion probe questions, math thoughts, and guided learning allow for independent thinkers |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.                                    | 5 - Very Good Alignment | UDL inclusive. Many different application questions surrounding standards                     |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.                          | 5 - Very Good Alignment | Accelerated approach allow for out of the box thinking                                        |
| 7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives. | 5 - Very Good Alignment | Extended projects and activities are presented                                                |

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| 8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. | 5 - Very Good Alignment | Teacher materials are resources included with many strategies               |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.                                       | 5 - Very Good Alignment | resources used to target learning outcomes and student achievement          |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.                                                                     | 4 - Good Alignment      | resources and content are aligned for student achievement                   |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.  | 5 - Very Good Alignment | resources and content are aligned for student achievement                   |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.                                          | 5 - Very Good Alignment | Consideration of diverse learners and multiple modes of learning            |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?                     | 5 - Very Good Alignment | Math thinking and reasoning connected to reading and writing learning goals |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)                                  | 5 - Very Good Alignment | Learning requirements are sufficient                                        |

| Special Topics                                                                                                                                                                     | Reviewer Rating    | Rating Justification                                                                       |
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| Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?                                                            | 4 - Good Alignment | No presentation of CRT in materials                                                        |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?                                                        | 4 - Good Alignment | Omitted. Not presented in either TE or SE                                                  |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?                                                                        | 4 - Good Alignment | No presentation of social justice or CRT                                                   |
| Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 3 - Fair Alignment | Social Awareness topics are listed in the teachers manual. Example pg 521 in TE includes a |

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|  |  | section on empathy and how to incorporate into the classroom |
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**Reviewer's Name:** Ashley Schmidt

**Title:** Florida Reveal Math, Grade 4 Accelerated

**Publisher:** McGraw Hill LLC

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**Course:** [Grade 4 Accelerated Mathematics](#)

**Bid ID:** 416

Final Recommendation

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| Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?                                                                                              | Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| How would you rate the overall usability of the instructional material?                                                                                                                                                            | 3 - Fair Alignment                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool. | I don't think this is the best option for the state of Florida to move forward with its new standards. The information provided in the teacher edition almost took away teacher autonomy through the use of a script and had teachers using multiple platforms to find all the resources needed for the lessons. The teacher edition pages simply contained too much information in a manner that wasn't the best presentation mode. Critical components could easily |

be lost to teachers while they are using this curriculum. I wish that the student edition had more prompts for students to engage in discussion, which would further emphasize to the students that math class is not an independent, quiet activity. I also found that this curriculum didn't offer enough opportunities for manipulatives and drawings when it came to the student independent section (labeled "on my own"). There was a heavy emphasis on procedural knowledge.

| Standard                    | Description                                                                                                                                                     | Reviewer Rating         | Rating Justification                                                                                                                                                                                                   |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">MA.4.AR.1.1</a> | Solve real-world problems involving multiplication and division of whole numbers including problems in which remainders must be interpreted within the context. | 5 - Very Good Alignment | Variety of representations of multiplicative comparison. All components of standards addressed.                                                                                                                        |
| <a href="#">MA.4.AR.1.3</a> | Solve real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction.                                             | 5 - Very Good Alignment | Addresses all components of standards but wish there was more room for student work on the page in the workbook                                                                                                        |
| <a href="#">MA.4.DP.1.1</a> | Collect and represent numerical data, including fractional values, using tables, stem-and-leaf plots or line plots.                                             | 3 - Fair Alignment      | Doesn't allow students to create a table but only allows students to use information provided in tables to order numbers. For the most part opportunities to collect data were not presented.                          |
| <a href="#">MA.4.DP.1.2</a> | Determine the mode, median or range to interpret numerical data including fractional values, represented with tables, stem-and-leaf plots or line plots.        | 3 - Fair Alignment      | Data sets always had only one mode. Clarification of the standard indicated that students need to be exposed to problems with no modes as well as more than one mode. Also, while the tasks themselves are real world, |

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|                             |                                                                                                                                                                                                                     |                    | they are not necessarily "real world" to the lives of students and connection/understanding of the context cannot be authentically made                                                                                                                                                                                        |
| <a href="#">MA.4.DP.1.3</a> | Solve real-world problems involving numerical data.                                                                                                                                                                 | 4 - Good Alignment | While the tasks themselves are real world, they are not necessarily "real world" to the lives of students and connection/understanding of the context cannot be authentically made                                                                                                                                             |
| <a href="#">MA.4.FR.1.2</a> | Use decimal notation to represent fractions with denominators of 10 or 100, including mixed numbers and fractions greater than 1, and use fractional notation with denominators of 10 or 100 to represent decimals. | 3 - Fair Alignment | 6 of the problems focus on a pictorial representation, but no manipulatives are encouraged. There are also no number lines                                                                                                                                                                                                     |
| <a href="#">MA.4.FR.2.4</a> | Extend previous understanding of multiplication to explore the multiplication of a fraction by a whole number or a whole number by a fraction.                                                                      | 2 - Poor Alignment | The introduction of numberlines is only provided in one problem and is given after the procedure has been introduced. The commutative property is not visited within the unit either.                                                                                                                                          |
| <a href="#">MA.4.M.1.1</a>  | Select and use appropriate tools to measure attributes of objects.                                                                                                                                                  | 2 - Poor Alignment | Attributes did include length, weight, and volume but no fractions or decimals were used with the presentation of length. It was also a procedural based lesson. Time was included, but is not addressed by this standard. Width, Mass, and Temperature were all missing from the textbook but were clarified in the standard. |

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| <a href="#">MA.4.M.1.2</a>   | Convert within a single system of measurement using the units: yards, feet, inches; kilometers, meters, centimeters, millimeters; pounds, ounces; kilograms, grams; gallons, quarts, pints, cups; liter, milliliter; and hours, minutes, seconds. | 5 - Very Good Alignment | All components of the standard are addressed.                                                                                                                                                                                                                                               |
| <a href="#">MA.4.M.2.1</a>   | Solve two-step real-world problems involving distances and intervals of time using any combination of the four operations.                                                                                                                        | 2 - Poor Alignment      | Limited exposure to multi-step distance or time problems in the direct links provided                                                                                                                                                                                                       |
| <a href="#">MA.4.M.2.2</a>   | Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation.                                                                                                                                      | 5 - Very Good Alignment | Addresses all components of the standard                                                                                                                                                                                                                                                    |
| <a href="#">MA.4.NSO.1.1</a> | Express how the value of a digit in a multi-digit whole number changes if the digit moves one place to the left or right.                                                                                                                         | 5 - Very Good Alignment | Addresses all components of the standard                                                                                                                                                                                                                                                    |
| <a href="#">MA.4.NSO.1.5</a> | Plot, order and compare decimals up to the hundredths.                                                                                                                                                                                            | 4 - Good Alignment      | Uses a number line but does not have students explain the reasoning for comparing                                                                                                                                                                                                           |
| <a href="#">MA.4.NSO.2.3</a> | Multiply two whole numbers, each up to two digits, including using a standard algorithm with procedural fluency.                                                                                                                                  | 5 - Very Good Alignment | Addresses all components of the standard                                                                                                                                                                                                                                                    |
| <a href="#">MA.4.NSO.2.4</a> | Divide a whole number up to four digits by a one-digit whole number with procedural reliability. Represent remainders as fractional parts of the divisor.                                                                                         | 3 - Fair Alignment      | Introduces area model, relates multiplication to division, but doesn't examine role of place value explicitly or properties to help students select a strategy that works for them when dividing. Almost all problems in the student practice section say "Use partial quotients to divide" |
| <a href="#">MA.4.NSO.2.6</a> | Identify the number that is one-tenth more, one-tenth less, one-hundredth more and one-hundredth less than a given number.                                                                                                                        | 5 - Very Good Alignment | Addresses all components of the standard                                                                                                                                                                                                                                                    |



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| <a href="#">MA.4.NSO.2.7</a> | Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths.                                                                                             | 5 - Very Good Alignment | Addresses all components of the standard                                                                                                                                                                                              |
| <a href="#">MA.5.AR.1.1</a>  | Solve multi-step real-world problems involving any combination of the four operations with whole numbers, including problems in which remainders must be interpreted within the context. | 4 - Good Alignment      | Multi-step problems involved division with remainders but did not see the criteria of the whole number as part of the quotient plus 1                                                                                                 |
| <a href="#">MA.5.AR.1.2</a>  | Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.                                      | 4 - Good Alignment      | Limited visuals outside of the "learn" section of textbook                                                                                                                                                                            |
| <a href="#">MA.5.AR.1.3</a>  | Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.                                                                 | 4 - Good Alignment      | Use of visual models is limited outside of the "learn" section of the textbook. The student work section does say to use a representation, but visuals are not provided and typically are only used 1-2 times in the "learn" section. |
| <a href="#">MA.5.AR.2.1</a>  | Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions.                                  | 4 - Good Alignment      | Limited use of fractions and decimals in provided examples.                                                                                                                                                                           |
| <a href="#">MA.5.AR.2.2</a>  | Evaluate multi-step numerical expressions using order of operations.                                                                                                                     | 4 - Good Alignment      | Limited use of fractions and decimals; only included in one section                                                                                                                                                                   |
| <a href="#">MA.5.AR.2.3</a>  | Determine and explain whether an equation involving any of the four operations is true or false.                                                                                         | 5 - Very Good Alignment | Addresses all components of the standard                                                                                                                                                                                              |
| <a href="#">MA.5.AR.2.4</a>  | Given a mathematical or real-world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position.               | 2 - Poor Alignment      | The standard asks for students to write equations, but the sections provided do not have students writing equations. Instead, they                                                                                                    |

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|                             |                                                                                                                                                                          |                         | are matching equations or solving equations.                                                                                                                                |
| <a href="#">MA.5.AR.3.1</a> | Given a numerical pattern, identify and write a rule that can describe the pattern as an expression.                                                                     | 5 - Very Good Alignment | Addresses all components of the standard                                                                                                                                    |
| <a href="#">MA.5.AR.3.2</a> | Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.                                                                           | 5 - Very Good Alignment | Addresses all components of the standard                                                                                                                                    |
| <a href="#">MA.5.DP.1.1</a> | Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.                                                  | 4 - Good Alignment      | Tables were included in the student work, but students didn't collect information to use in tables. All tables were predetermined.                                          |
| <a href="#">MA.5.DP.1.2</a> | Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.                                | 4 - Good Alignment      | The clarification of the standard was not addressed in the student work. No problems include balancing out or equal shares when solving for mean, median, range, or mode.   |
| <a href="#">MA.5.FR.1.1</a> | Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.                                                                   | 5 - Very Good Alignment | All components of this standard are addressed but are presented in a procedural manner                                                                                      |
| <a href="#">MA.5.FR.2.1</a> | Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.                                  | 4 - Good Alignment      | Addresses all components except properties to add and subtract fractions with unlike denominators                                                                           |
| <a href="#">MA.5.FR.2.2</a> | Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability. | 4 - Good Alignment      | Limited use of manipulatives, drawings, and properties. Typically only included in "Learn" section. These elements were outlined in the clarification section of standard.. |

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| <a href="#">MA.5.FR.2.3</a> | When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating.                                | 2 - Poor Alignment      | 12.1 was the only section that explicitly relied on reasonableness and estimation. No decimals included. The remainder of the sections relied on calculations. |
| <a href="#">MA.5.FR.2.4</a> | Extend previous understanding of division to explore the division of a unit fraction by a whole number and a whole number by a unit fraction.                                                                        | 3 - Fair Alignment      | Limited use of manipulatives and drawings. Typically only found in the "learn" section and directions said to use a representation to solve the procedure.     |
| <a href="#">MA.5.GR.1.1</a> | Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.                                 | 5 - Very Good Alignment | Addresses all components of the standard                                                                                                                       |
| <a href="#">MA.5.GR.1.2</a> | Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres. | 5 - Very Good Alignment | Addresses all components of the standard                                                                                                                       |
| <a href="#">MA.5.GR.2.1</a> | Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.                                                                                                 | 5 - Very Good Alignment | Addresses all components of the standard                                                                                                                       |
| <a href="#">MA.5.GR.3.1</a> | Explore volume as an attribute of three-dimensional figures by packing them with unit cubes without gaps. Find the volume of a right rectangular prism with whole-number side lengths by counting unit cubes.        | 5 - Very Good Alignment | Addresses all components of the standard                                                                                                                       |
| <a href="#">MA.5.GR.3.2</a> | Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula.                                                                                                      | 5 - Very Good Alignment | Addresses all components of the standard                                                                                                                       |
| <a href="#">MA.5.GR.3.3</a> | Solve real-world problems involving the volume of right rectangular prisms, including problems with an unknown edge length, with whole-number edge lengths                                                           | 5 - Very Good Alignment | Addresses all components of the standard                                                                                                                       |

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|                              | using a visual model or a formula. Write an equation with a variable for the unknown to represent the problem.                                                                                                                                 |                         |                                                                                                                               |
| <a href="#">MA.5.GR.4.1</a>  | Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.                                                                                                             | 3 - Fair Alignment      | Doesn't address connection from coordinate plane to number line. Very limited exposure connecting tables to coordinate plane. |
| <a href="#">MA.5.GR.4.2</a>  | Represent mathematical and real-world problems by plotting points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.                                                     | 4 - Good Alignment      | Not many real-world connections provided but some are from sections listed.                                                   |
| <a href="#">MA.5.M.1.1</a>   | Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.                                                                                               | 5 - Very Good Alignment | Addresses all components of the standard                                                                                      |
| <a href="#">MA.5.M.2.1</a>   | Solve multi-step real-world problems involving money using decimal notation.                                                                                                                                                                   | 5 - Very Good Alignment | Addresses all components of the standard                                                                                      |
| <a href="#">MA.5.NSO.1.1</a> | Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.                                                                                  | 5 - Very Good Alignment | Addresses all components of the standard                                                                                      |
| <a href="#">MA.5.NSO.1.2</a> | Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.                                                                                                                          | 5 - Very Good Alignment | Addresses all components of standards but only provides examples of standard form in correct order.                           |
| <a href="#">MA.5.NSO.1.3</a> | Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations. | 3 - Fair Alignment      | Opportunities to use objects and drawings to compose and decompose were not included.                                         |

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| <a href="#">MA.5.NSO.1.4</a>   | Plot, order and compare multi-digit numbers with decimals up to the thousandths.                                                                                                                                                                                                                                                                                                                                                                            | 4 - Good Alignment      | Limited use of plotting on a number line (2 problems only).                                                                                                                                                                                                                                                            |
| <a href="#">MA.5.NSO.1.5</a>   | Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.                                                                                                                                                                                                                                                                                                                                                 | 4 - Good Alignment      | Limited use of rounding to the thousandths place                                                                                                                                                                                                                                                                       |
| <a href="#">MA.5.NSO.2.1</a>   | Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.                                                                                                                                                                                                                                                                                                                                                            | 5 - Very Good Alignment | Addresses all components of the standard                                                                                                                                                                                                                                                                               |
| <a href="#">MA.5.NSO.2.2</a>   | Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.                                                                                                                                                                                                                                                                                         | 3 - Fair Alignment      | Does not have students represent remainders as fractions.                                                                                                                                                                                                                                                              |
| <a href="#">MA.5.NSO.2.3</a>   | Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.                                                                                                                                                                                                                                                                                                                        | 5 - Very Good Alignment | Addresses all components of standard                                                                                                                                                                                                                                                                                   |
| <a href="#">MA.5.NSO.2.4</a>   | Explore the multiplication and division of multi-digit numbers with decimals to the hundredths using estimation, rounding and place value.                                                                                                                                                                                                                                                                                                                  | 4 - Good Alignment      | Includes estimation, place value, and models but doesn't address rounding                                                                                                                                                                                                                                              |
| <a href="#">MA.5.NSO.2.5</a>   | Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.                                                                                                                                                                                                                                                                                                                            | 5 - Very Good Alignment | Addresses all components of standard. Moves through CSA model for student understanding.                                                                                                                                                                                                                               |
| <a href="#">MA.K12.MTR.1.1</a> | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul> | 3 - Fair Alignment      | Outside of the "Be Curious" intro to each lesson there isn't much alignment to this standard as content is explained through text procedurally in the learn section and then a "work together" section is at the bottom of the page. None of the student work pages encourage asking questions or developing identity. |

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|                                | <ul style="list-style-type: none"> <li>• Help and support each other when attempting a new method or approach.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                    |                                                                                                                                                                    |
| <a href="#">MA.K12.MTR.2.1</a> | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> | 3 - Fair Alignment | While students are shown manipulatives (and multiple representations) they are briefly introduced and not shown on student work pages in majority of the textbook. |
| <a href="#">MA.K12.MTR.3.1</a> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>                                                                                                   | 4 - Good Alignment | Not enough practice is given to allow students to select appropriate methods in each section. There is a focus on procedural understanding and fluency.            |

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| <p><a href="#">MA.K12.MTR.4.1</a></p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>  | <p>3 - Fair Alignment</p> | <p>There is a "work together" segment in each section of the textbook. There are no explicit areas where students are asked (in the text) to engage in conversations though. Reinforcement of this notion for students would be beneficial. Including asking questions only in the teachers edition, especially in the corner of a page where it feels hidden, makes it difficult to determine if students will actually engage in conversation. This could easily be overlooked by users of this program.</p> |
| <p><a href="#">MA.K12.MTR.5.1</a></p> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> | <p>3 - Fair Alignment</p> | <p>I feel like these questions can be easily overlooked as they are only included in the teacher edition. Would like to see structure and pattern addressed in all sections in the student edition.</p>                                                                                                                                                                                                                                                                                                        |

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| <a href="#">MA.K12.MTR.6.1</a> | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> | <p>4 - Good Alignment</p>      | <p>Present in the teacher edition. Not as many opportunities in the student pages.</p>                                                                                                                                                                                                                                                      |
| <a href="#">MA.K12.MTR.7.1</a> | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>   | <p>4 - Good Alignment</p>      | <p>Would have liked access to the STEM videos. Was unable to open to determine if they align. While the aforementioned sections do exist, they are easily overlooked as the amount of information on each page is overwhelming. The activities have to be accessed from a digital source, which could prevent teachers from using them.</p> |
| <a href="#">ELA.K12.EE.1.1</a> | <p>Cite evidence to explain and justify reasoning.</p>                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>4 - Good Alignment</p>      | <p>Would have liked to see some prompts in the student work sections ("On my own")</p>                                                                                                                                                                                                                                                      |
| <a href="#">ELA.K12.EE.2.1</a> | <p>Read and comprehend grade-level complex texts proficiently.</p>                                                                                                                                                                                                                                                                                                                                                                                                          | <p>5 - Very Good Alignment</p> | <p>Words used in word problems are appropriate for this grade level.</p>                                                                                                                                                                                                                                                                    |
| <a href="#">ELA.K12.EE.3.1</a> | <p>Make inferences to support comprehension.</p>                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>4 - Good Alignment</p>      | <p>Ignites are offered once per chapter.</p>                                                                                                                                                                                                                                                                                                |



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| <a href="#">ELA.K12.EE.4.1</a>   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.            | 3 - Fair Alignment      | I struggled to find the think about it questions that are referenced. Can be easily overlooked. Prompts on student pages, and not just teacher pages, would be very beneficial to get studnets to understand the role and importance of discussion in a matheamatics classroom. |
| <a href="#">ELA.K12.EE.5.1</a>   | Use the accepted rules governing a specific format to create quality work.                                                               | 5 - Very Good Alignment | Addresses all components of this standard                                                                                                                                                                                                                                       |
| <a href="#">ELA.K12.EE.6.1</a>   | Use appropriate voice and tone when speaking or writing.                                                                                 | 4 - Good Alignment      | This is difficult to judge without implementation of the curriculum. It offers students the opportunities to engage in conversation, if the teacher uses the teacher edition and reads all of the components. It could very easily be overlooked though.                        |
| <a href="#">ELD.K12.ELL.MA.1</a> | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. | 4 - Good Alignment      | The teachers edition does provide ELL support in each section.                                                                                                                                                                                                                  |

| Content                                                                                                                                       | Reviewer Rating    | Rating Justification                                                          |
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| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 3 - Fair Alignment | Some standards are not addressed to include all the clarification components. |
| 2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.             | 3 - Fair Alignment | Some standards are not addressed to include all the clarification components. |

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| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.                                                                                                      | 3 - Fair Alignment      | They can be used for classroom instruction, but the focus is very procedural on majority of the topics.                                                                                                                                          |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.                                                                    | 3 - Fair Alignment      | More opportunities need to exist outside of the first problem of the lesson (learn section) so students see the manipulatives/drawings multiple times and create conceptual understanding of the topic before moving on to procedural knowledge. |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.                                                                                       | 4 - Good Alignment      | Addresses this standard in a procedural level of difficulty for most standards.                                                                                                                                                                  |
| 6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.                                                               | 5 - Very Good Alignment | Addresses this standard                                                                                                                                                                                                                          |
| 7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.                                                                | 4 - Good Alignment      | Each lesson had a timer with recommend amount of time above each section                                                                                                                                                                         |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.                                                           | 5 - Very Good Alignment | Addresses this standard                                                                                                                                                                                                                          |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.                                                                   | 5 - Very Good Alignment | Addresses this standard                                                                                                                                                                                                                          |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).                                                                         | 5 - Very Good Alignment | Addresses this standard                                                                                                                                                                                                                          |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).                                | 5 - Very Good Alignment | Addresses this standard                                                                                                                                                                                                                          |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 4 - Good Alignment      | Does not move through CSA model appropriately. Very procedure based                                                                                                                                                                              |

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| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).                                                                                                                                     | 5 - Very Good Alignment | Addresses this standard                                                                                                                                    |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.                                                                                                                                                               | 4 - Good Alignment      | Does not move through CSA model appropriately. Very procedure based                                                                                        |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.                                                                                                                                    | 4 - Good Alignment      | Has areas for improvement; some standards not fully addressed                                                                                              |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.                                                                                                                                                       | 4 - Good Alignment      | Has room for improvement                                                                                                                                   |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.                                                                                                                                                        | 3 - Fair Alignment      | Not all "real-world" problems are necessarily "real-world" to the lives of the students using the text, therefore reducing the overall meaning to students |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.                                                                                                                           | 4 - Good Alignment      | Has STEM connection at beginning of each chapter.                                                                                                          |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).                     | 5 - Very Good Alignment | Addresses this standard                                                                                                                                    |
| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare). | 5 - Very Good Alignment | Addresses this standard                                                                                                                                    |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material?                                                                                                                                                                      | 3 - Fair Alignment      | Some are well covered and others have a lot of room for improvement to cover the clarifications of the standards.                                          |

| Presentation | Reviewer Rating | Rating Justification |
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| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.                              | 3 - Fair Alignment      | Opportunities for manipulatives and drawings are not embedded in the student work sections but are typically only found in the learn section. |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.                                                                                                                                             | 5 - Very Good Alignment | Addresses this standard                                                                                                                       |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.                                                                                                                           | 3 - Fair Alignment      | The materials are consistent, but the organization is difficult to follow and keep up with                                                    |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.                                                           | 4 - Good Alignment      | The student pages ("On my own") offer few opportunities for engaging in listening and reading is only for word problems to solve.             |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.                                                                             | 3 - Fair Alignment      | Moves to procedures very quickly                                                                                                              |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire). | 3 - Fair Alignment      | Did not see UDL questionnaire attached.                                                                                                       |
| 7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).                                                                                           | 3 - Fair Alignment      | Consistent presentation but the teacher edition is difficult to keep up with and follow without overlooking critical information              |

| Learning                                                                                                               | Reviewer Rating    | Rating Justification                                                                              |
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| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.                | 3 - Fair Alignment | Student pages ("On my won") don't have many visuals or places for students to maintain motivation |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes. | 4 - Good Alignment | Covers all necessary big ideas                                                                    |

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| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.                                                                                            | 3 - Fair Alignment | Not in the student edition but in the teacher edition is better addressed.                                                         |
| 4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.                             | 4 - Good Alignment | Addresses the standard but can easily be lost in the way the material is presented.                                                |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.                                                               | 3 - Fair Alignment | Language development, self-management, english learner scaffolds. No ESE explicitly addressed, but misconception section provided. |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.                                                     | 3 - Fair Alignment | Lack of manipulatives/drawings in student pages ("On my own")                                                                      |
| 7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.                            | 3 - Fair Alignment | Student pages do not include goals/objectives. Teacher edition only.                                                               |
| 8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. | 3 - Fair Alignment | Moves quickly through conceptual understanding with only 1-2 examples typically in each lesson. Very procedure focused.            |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.                                       | 4 - Good Alignment | Teacher edition includes a variety of strategies                                                                                   |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.                                                                     | 4 - Good Alignment | Evident in exit tickets/teacher edition strategies                                                                                 |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.  | 4 - Good Alignment | Evident in exit tickets/teacher edition strategies                                                                                 |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.                                          | 3 - Fair Alignment | Did not see UDL attachment. Does consider needs of ELL students.                                                                   |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?                     | 3 - Fair Alignment | While they are included in the teacher edition, I think they could be easily overlooked due                                        |

|                                                                                                                                                           |                    |                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------|
|                                                                                                                                                           |                    | to the amount of information and the way the information is presented to the user.                      |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.) | 4 - Good Alignment | There are opportunities for improvement. Communicating these goals with students in writing would help. |

| Special Topics                                                                                                                                                                     | Reviewer Rating         | Rating Justification |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|----------------------|
| Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?                                                            | 5 - Very Good Alignment | Does not include     |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?                                                        | 5 - Very Good Alignment | Does not include     |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?                                                                        | 5 - Very Good Alignment | Does not include     |
| Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 5 - Very Good Alignment | Does not include     |

| 1  | A                                                                                                                                                                                  | B                                                   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | D                    | E               |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-----------------|
| 2  | Bid #                                                                                                                                                                              | Course                                              | Title                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Special Topics (Y/N) | Standards Score |
| 3  | 410                                                                                                                                                                                | Mathematics-Grade One (Standards) (Special Topics)  | Florida Reveal Math, Grade 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Y(See below)         | 3.8             |
| 4  | 414                                                                                                                                                                                | Mathematics-Grade Five (Special Topics)             | Florida Reveal Math, Grade 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Y(See below)         | 4               |
| 5  | 416                                                                                                                                                                                | Grade 4 Accelerated (Special Topics)                | Florida Reveal Math, Grade 4 Accelerated                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Y(See below)         | 4               |
| 6  | 419                                                                                                                                                                                | M/J Grade 8 Mathematics (Special Topics)(Standards) | Florida Reveal Math Grade 8: Pre-Algebra                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Y(See below)         | 3.8             |
| 7  |                                                                                                                                                                                    |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                      |                 |
| 8  |                                                                                                                                                                                    |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                      |                 |
| 9  |                                                                                                                                                                                    | Special Topic Evidence                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                      |                 |
| 10 |                                                                                                                                                                                    | Bid 410-Grade One                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                      |                 |
| 11 | Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 3 - Fair Alignment                                  | Pieces of the teaching edition include components of SEL.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                      |                 |
| 12 |                                                                                                                                                                                    | Bid 414-Grade Five                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                      |                 |
| 13 | Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 1 - Very Poor/No Alignment                          | Social Emotional Learning is solicited - Found in the "Math is...Mindset" sections found in every lesson. Refer to their comment in the "Standards" section of this review: "The Be Curious activity always includes a Math is... Mindset question that asks students to think about social and emotional learning competencies, including relationship skills and social awareness. Throughout the program, for example: Lesson 3-3 (Volume 1, pp. 71A–74C) Lesson 5-2 (Volume 1, pp. 139A–142C) Lesson 8-3 (Volume 2, pp. 11A–14C) Lesson 11-3 (Volume 2, pp. 137A–140C) Lesson 14-1 (Volume 2, pp. 247A–250C)" |                      |                 |
| 14 |                                                                                                                                                                                    | Bid 416-Grade 4 Accelerated                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                      |                 |

|    | F           | G           | H            | I          | J           | K           | L       | M                 |
|----|-------------|-------------|--------------|------------|-------------|-------------|---------|-------------------|
|    | Emailed Def | Evaluations | Appeal Filed | What Needs | Negotiation | Changes due | Content | Specialist Review |
| 1  | Yes         | 21-Apr      | 18-Apr       |            |             |             |         |                   |
| 2  | Yes         | 21-Apr      | 18-Apr       |            |             |             |         |                   |
| 3  | Yes         | 21-Apr      | 18-Apr       |            |             |             |         |                   |
| 4  | Yes         | 21-Apr      | 18-Apr       |            |             |             |         |                   |
| 5  | Yes         | 21-Apr      | 18-Apr       |            |             |             |         |                   |
| 6  |             |             |              |            |             |             |         |                   |
| 7  |             |             |              |            |             |             |         |                   |
| 8  |             |             |              |            |             |             |         |                   |
| 9  |             |             |              |            |             |             |         |                   |
| 10 |             |             |              |            |             |             |         |                   |
| 11 |             |             |              |            |             |             |         |                   |
| 12 |             |             |              |            |             |             |         |                   |
| 13 |             |             |              |            |             |             |         |                   |
| 14 |             |             |              |            |             |             |         |                   |



|    | A                                                                                                                                                                                  | B                  | C                                                                                                                                                       | D | E |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 15 | Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 3 - Fair Alignment | Social Awareness topics are listed in the teachers manual. Example pg 521 in TE includes a section on empathy and how to incorporate into the classroom |   |   |
| 16 | Bid 419-Grade 8 Pre-Algebra                                                                                                                                                        |                    |                                                                                                                                                         |   |   |
| 17 | Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?                                                            | 3 - Fair Alignment | Nothing noticed                                                                                                                                         |   |   |

**From:** Harvey, Kim <Kim.Harvey@mheducation.com>  
**Sent:** Monday, April 25, 2022 8:24 AM EDT  
**To:** Hamilton, Lauren; Baumbach, Amber  
**CC:** Bennett, Wayne; Patton, Sallie; Tullis, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia  
**Subject:** RE: McGraw Hill - Initial appeal call  
**Attachment(s):** "image001.png", "image002.png"

Thank you for sending the additional information.

Regards,  
Kim

---

**From:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>  
**Sent:** Monday, April 25, 2022 8:18 AM  
**To:** Harvey, Kim <Kim.Harvey@mheducation.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Subject:** RE: McGraw Hill - Initial appeal call

\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\*

Good morning Kim,

Thanks for following up. Please see the attached evaluations for Grade 4 Accelerated and Grade 5. I have also attached the updated spreadsheet.

Please let me know if you have any questions.

See you soon,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

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---

**From:** Harvey, Kim <Kim.Harvey@mheducation.com>  
**Sent:** Friday, April 22, 2022 3:04 PM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Subject:** RE: McGraw Hill - Initial appeal call

Hi Amber,  
We appreciate the opportunity for this initial meeting on Monday. We are still in need of the Grade 4 Accelerated and the Grade 5 Reviews like the PDF documents we received for grade 1 and grade 8.

Regards,  
Kim

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Sent:** Friday, April 22, 2022 11:45 AM  
**To:** Harvey, Kim <Kim.Harvey@mheducation.com>  
**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Subject:** McGraw Hill - Initial appeal call

**\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\***

Hello Kim,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Monday, April 25<sup>th</sup>, at 9:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time McGraw Hill has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Monday.

McGraw Hill - appeal  
Mon, Apr 25, 2022 9:00 AM - 9:30 AM (EDT)

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Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

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**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>  
**Sent:** Tuesday, May 10, 2022 8:04 AM EDT  
**To:** Harvey, Ashley; Seeds, Cathy  
**CC:** Starling, Courtney; Rivers1, Angelia; Duncan, Patricia  
**Subject:** RE: McGraw Hill Appeal for Grade 1, 5, and 8  
**Attachment(s):** "image002.png", "image003.png", "image004.png", "image005.png"

Thanks, Ashley!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Harvey, Ashley <Ashley.Harvey@fldoe.org>  
**Sent:** Monday, May 9, 2022 4:11 PM  
**To:** Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Starling, Courtney <Courtney.Starling@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Duncan, Patricia <Patricia.Duncan@fldoe.org>  
**Subject:** RE: McGraw Hill Appeal for Grade 1, 5, and 8

Good afternoon,

Attached please find my review for McGraw Hill. If there is anything else needed please advise. Thank you,

All the best,

Ashley M. Harvey  
Elementary Math Specialist  
Office of STEAM  
Bureau of Standards & Instructional Support  
Florida Department of Education  
850.245.0067

A gentle answer turns anger away, but mean words stir up anger.

DOE

---

**From:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>  
**Sent:** Friday, April 29, 2022 2:38 PM  
**To:** Duncan, Patricia <Patricia.Duncan@fldoe.org>  
**Cc:** Starling, Courtney <Courtney.Starling@fldoe.org>; Harvey, Ashley <Ashley.Harvey@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Subject:** FW: McGraw Hill Appeal for Grade 1, 5, and 8

Hello again team,

Thank you for your hard work with getting these reviewed. Here are two from McGraw Hill that need standards review. Grade One has an additional special topic portion at the bottom that our team will look at.

Please let me know if you have any trouble accessing or have questions.

Thanks!  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education

325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Friday, April 29, 2022 2:23 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullios, Lisa <[lisa.tullios@mheducation.com](mailto:lisa.tullios@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** McGraw Hill Appeal for Grade 1, 5, and 8

Good Afternoon,  
Please find the attached appeal spreadsheets from McGraw Hill LLC for the following:

| Bid ID | Course ID | Course                               | Title                                    |
|--------|-----------|--------------------------------------|------------------------------------------|
| 410    | 5012030   | Grade One Mathematics                | Florida Reveal Math, Grade 1             |
| 414    | 5012070   | Grade Five Mathematics               | Florida Reveal Math, Grade 5             |
| 419    | 1205070   | Grade Eight Mathematics: Pre-Algebra | Florida Reveal Math, Grade 8 Pre-Algebra |

We appreciate the opportunity to submit our appeal. The appeal spreadsheet for Reveal Math Grade 4 Accelerated, which is separate from our K-5 series, will be submitted early next week.

Regards,  
Kim



**Kim Harvey**  
Sr. Director, RFP, Bids and Contracts  
McGraw Hill | School  
8787 Orion Place, Columbus, OH 43240  
P: 614-430-4434 | C: 614-286-6626  
[kim.harvey@mheducation.com](mailto:kim.harvey@mheducation.com)  
mheducation.com

---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:29 AM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullios, Lisa <[lisa.tullios@mheducation.com](mailto:lisa.tullios@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
**Subject:** RE: McGraw Hill - Initial appeal call

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Good morning everyone,

Thank you for speaking with us this morning.

Please see the attached appeal template. Please reach out if you have any questions or concerns along the way.

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education

325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

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**From:** Hamilton, Lauren

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**From:** Harvey, Ashley <Ashley.Harvey@fldoe.org>  
**Sent:** Monday, May 09, 2022 4:11 PM EDT  
**To:** Seeds, Cathy; Baumbach, Amber  
**CC:** Starling, Courtney; Rivers1, Angelia; Duncan, Patricia  
**Subject:** RE: McGraw Hill Appeal for Grade 1, 5, and 8  
**Attachment(s):** "Copy of McGraw Hill Grade 1 Mathematics Appeal (002)A.xlsx", "image003.png", "image004.png", "image001.png"

Good afternoon,

Attached please find my review for McGraw Hill. If there is anything else needed please advise. Thank you,

All the best,

Ashley M. Harvey  
Elementary Math Specialist  
Office of STEAM  
Bureau of Standards & Instructional Support  
Florida Department of Education  
850.245.0067

*A gentle answer turns anger away, but mean words stir up anger.*

DOE

---

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**Sent:** Friday, April 29, 2022 2:38 PM  
**To:** Duncan, Patricia <Patricia.Duncan@fldoe.org>  
**Cc:** Starling, Courtney <Courtney.Starling@fldoe.org>; Harvey, Ashley <Ashley.Harvey@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Subject:** FW: McGraw Hill Appeal for Grade 1, 5, and 8

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Thanks!  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

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**From:** Harvey, Kim <Kim.Harvey@mheducation.com>  
**Sent:** Friday, April 29, 2022 2:23 PM  
**To:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullios, Lisa <lisa.tullios@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>  
**Subject:** McGraw Hill Appeal for Grade 1, 5, and 8

Good Afternoon,

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| Bid ID | Course ID | Course                               | Title                                    |
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| 414    | 5012070   | Grade Five Mathematics               | Florida Reveal Math, Grade 5             |
| 419    | 1205070   | Grade Eight Mathematics: Pre-Algebra | Florida Reveal Math, Grade 8 Pre-Algebra |

We appreciate the opportunity to submit our appeal. The appeal spreadsheet for Reveal Math Grade 4 Accelerated, which is separate from our K-5 series, will be submitted early next week.

Regards,  
Kim



**Kim Harvey**

Sr. Director, RFP, Bids and Contracts  
McGraw Hill | School  
8787 Orion Place, Columbus, OH 43240  
P: 614-430-4434 | C: 614-286-6626  
[kim.harvey@mheducation.com](mailto:kim.harvey@mheducation.com)  
mheducation.com

---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:29 AM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
**Subject:** RE: McGraw Hill - Initial appeal call

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Good morning everyone,

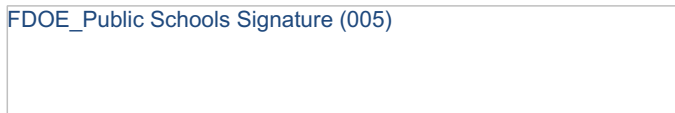
Thank you for speaking with us this morning.

Please see the attached appeal template. Please reach out if you have any questions or concerns along the way.

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
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Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)



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**From:** Hamilton, Lauren

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|    | A                                       | B                                            | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----|-----------------------------------------|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | <b>COURSE Grade 1 Mathematics</b>       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 2  | <b>BID 410</b>                          |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|    |                                         | <b>Special Topic Concern (If applicable)</b> | <b>Publisher Correction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 3  | <b>Standard Below 3 (if applicable)</b> |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 4  | MA.1.AR.1.1                             |                                              | Reviewer 1: "Rigor is not there for the BEST standards."<br>Reviewer 2: "Provides suitable instruction to build understanding and allow student practice. Would like to have seen some problems begin with the sum."                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 5  | MA.1.AR.2.1                             |                                              | Reviewer 1: "meets BEST standard"<br>Reviewer 2: "The concept is taught mostly through fact family practice with little student practice for missing addends."                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 6  |                                         |                                              | Lessons 5-6 and 5-7 focus on MA.1.AR.2.1 and Lesson 5-8 also uses addition to subtract.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 7  | MA.1.DP.1.1                             |                                              | For lessons that align to MA.1.DP.1.1, reviewers commented: "Not enough instruction — only 1 lesson on each."                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 8  |                                         |                                              | Grade 1 features two lessons for MA.1.DP.1.1. Please see linked Student Edition and Teacher Edition pages for Lessons 13-1 and 13-2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 9  | MA.1.DP.1.2                             |                                              | For lessons that align to MA.1.DP.1.2, reviewers commented: "Not enough instruction — only 1 lesson on each."                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 10 |                                         |                                              | Grade 1 features two lessons for MA.1.DP.1.2. Please see linked Student Edition and Teacher Edition pages for Lessons 13-3 and 13-4.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 11 | MA.1.GR.1.4                             |                                              | There are several comments noting "not enough practice" for certain standards in Grade 1, including MA.1.GR.1.4.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 12 | MA.1.M.2.2                              |                                              | In all grades, Reveal Math offers additional practice in both print and digital formats outside of the core (print) student edition. Please see sample extra practice pages for Grade 1, Lesson 6-8.<br>Reviewer 1: "Not many opportunities for practice"<br>Reviewer 2: "Cursorry coverage of the benchmark"                                                                                                                                                                                                                                                                                                                                                                                   |
| 13 |                                         |                                              | McGraw Hill updated Lesson 12-8 to deepen coverage of the benchmark including finding the value of multiple pennies, nickels, and dimes<br>- instruction connects skip counting by 5s or 10s to finding the value of a set of nickels or dimes<br>- instruction allows students to determine efficient counting techniques when finding the value of multiple pennies (such as creating groups of 2, 5, or 10 and skip counting)<br>- students use these counting technique to discover how many of each coin are needed to equal \$1<br>- instruction includes connecting student's previous experience with decomposing by place value to determine how many quarters are needed to equal \$1 |
| 14 |                                         |                                              | In addition, McGraw Hill increased the number of practice exercises in the Student Edition.<br>This lesson now includes identifying pennies, nickels, dimes, and quarters and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

|    | D                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | E                                                                                                                                                                                                                        | F                                                                                                               | G |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---|
| 1  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                          | <b>Reviewer Evaluation Scale:</b><br>5- Very Good<br>4- Good<br>3- Fair<br>2- Poor<br>1- Very Poor/No Alignment |   |
| 2  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                          |                                                                                                                 |   |
| 3  | <a href="http://www.mheducation.com/unidas/school/explore/sites/florida/standards/grade-1/ma-1-ar-1-1-florida-reveal-math-teacher-edition-g1-lesson-4-8.pdf">http://www.mheducation.com/unidas/school/explore/sites/florida/standards/grade-1/ma-1-ar-1-1-florida-reveal-math-teacher-edition-g1-lesson-4-8.pdf</a>                                                                                                                                                   | Notes                                                                                                                                                                                                                    |                                                                                                                 |   |
| 4  | <a href="http://www.mheducation.com/unidas/school/explore/sites/florida/standards/grade-1/ma-1-ar-1-1-florida-reveal-math-teacher-edition-g1-lesson-4-8.pdf">http://www.mheducation.com/unidas/school/explore/sites/florida/standards/grade-1/ma-1-ar-1-1-florida-reveal-math-teacher-edition-g1-lesson-4-8.pdf</a>                                                                                                                                                   | Lesson aligns to benchmark.                                                                                                                                                                                              |                                                                                                                 |   |
| 5  | <a href="http://www.mheducation.com/unidas/school/explore/sites/florida/standards/grade-1/ma-1-ar-2-1-florida-reveal-math-student-edition-g1-lessons-5-6-5-7-5-8.pdf">http://www.mheducation.com/unidas/school/explore/sites/florida/standards/grade-1/ma-1-ar-2-1-florida-reveal-math-student-edition-g1-lessons-5-6-5-7-5-8.pdf</a>                                                                                                                                 | Lesson aligns to benchmark.                                                                                                                                                                                              |                                                                                                                 |   |
| 6  | <a href="http://www.mheducation.com/unidas/school/explore/sites/florida/standards/grade-1/ma-1-ar-2-1-florida-reveal-math-teacher-edition-g1-lessons-5-6-5-7-5-8.pdf">http://www.mheducation.com/unidas/school/explore/sites/florida/standards/grade-1/ma-1-ar-2-1-florida-reveal-math-teacher-edition-g1-lessons-5-6-5-7-5-8.pdf</a>                                                                                                                                 | Lesson aligns to benchmark.                                                                                                                                                                                              |                                                                                                                 |   |
| 7  | <a href="http://www.mheducation.com/unidas/school/explore/sites/florida/standards/grade-1/ma-1-dp-1-1-florida-reveal-math-student-edition-g1-lessons-1-3-1-and-1-3-2.pdf">http://www.mheducation.com/unidas/school/explore/sites/florida/standards/grade-1/ma-1-dp-1-1-florida-reveal-math-student-edition-g1-lessons-1-3-1-and-1-3-2.pdf</a>                                                                                                                         | Lesson aligns to benchmark.                                                                                                                                                                                              |                                                                                                                 |   |
| 8  | <a href="http://www.mheducation.com/unidas/school/explore/sites/florida/standards/grade-1/ma-1-dp-1-1-florida-reveal-math-teacher-edition-g1-lessons-1-3-1-and-1-3-2.pdf">http://www.mheducation.com/unidas/school/explore/sites/florida/standards/grade-1/ma-1-dp-1-1-florida-reveal-math-teacher-edition-g1-lessons-1-3-1-and-1-3-2.pdf</a>                                                                                                                         | Lesson aligns to benchmark.                                                                                                                                                                                              |                                                                                                                 |   |
| 9  | <a href="http://www.mheducation.com/unidas/school/explore/sites/florida/standards/grade-1/ma-1-dp-1-2-florida-reveal-math-student-edition-g1-lessons-1-3-3-and-1-3-4.pdf">http://www.mheducation.com/unidas/school/explore/sites/florida/standards/grade-1/ma-1-dp-1-2-florida-reveal-math-student-edition-g1-lessons-1-3-3-and-1-3-4.pdf</a>                                                                                                                         | Lesson aligns to benchmark.                                                                                                                                                                                              |                                                                                                                 |   |
| 10 | <a href="http://www.mheducation.com/unidas/school/explore/sites/florida/standards/grade-1/ma-1-dp-1-2-florida-reveal-math-teacher-edition-g1-lessons-1-3-3-and-1-3-4.pdf">http://www.mheducation.com/unidas/school/explore/sites/florida/standards/grade-1/ma-1-dp-1-2-florida-reveal-math-teacher-edition-g1-lessons-1-3-3-and-1-3-4.pdf</a>                                                                                                                         |                                                                                                                                                                                                                          |                                                                                                                 |   |
| 11 | <a href="http://www.mheducation.com/unidas/school/explore/sites/florida/standards/grade-1/ma-1-gr-1-4-additional-practice/ma-1-gr-1-4-fl-1-06-08-additional-practice-book-identify-2-and-3-dimensional-figures-in-the-real-world.pdf">http://www.mheducation.com/unidas/school/explore/sites/florida/standards/grade-1/ma-1-gr-1-4-additional-practice/ma-1-gr-1-4-fl-1-06-08-additional-practice-book-identify-2-and-3-dimensional-figures-in-the-real-world.pdf</a> | No comment necessary                                                                                                                                                                                                     |                                                                                                                 |   |
| 12 | <a href="http://www.mheducation.com/unidas/school/explore/sites/florida/standards/grade-1/ma-1-m-2-2-ma-1-m-2-3/fl-1-m-se-g1-1-2-108-443439-anno.pdf">http://www.mheducation.com/unidas/school/explore/sites/florida/standards/grade-1/ma-1-m-2-2-ma-1-m-2-3/fl-1-m-se-g1-1-2-108-443439-anno.pdf</a>                                                                                                                                                                 | <p>*Very limited instruction and practice with this benchmark. *Both sides of coins should be represented in this lesson. Although they are shown in th into, only the enny and nickel are see in practice problems.</p> |                                                                                                                 |   |
| 13 | <a href="http://www.mheducation.com/unidas/school/explore/sites/florida/standards/grade-1/ma-1-m-2-2-ma-1-m-2-3/fl-1-m-te-g1-1-2-108-443365.pdf">http://www.mheducation.com/unidas/school/explore/sites/florida/standards/grade-1/ma-1-m-2-2-ma-1-m-2-3/fl-1-m-te-g1-1-2-108-443365.pdf</a>                                                                                                                                                                           |                                                                                                                                                                                                                          |                                                                                                                 |   |
| 14 | <a href="http://www.mheducation.com/unidas/school/explore/sites/florida/standards/grade-1/ma-1-m-2-2-ma-1-m-2-3/fl-1-m-te-g1-1-2-108-443365.pdf">http://www.mheducation.com/unidas/school/explore/sites/florida/standards/grade-1/ma-1-m-2-2-ma-1-m-2-3/fl-1-m-te-g1-1-2-108-443365.pdf</a>                                                                                                                                                                           |                                                                                                                                                                                                                          |                                                                                                                 |   |

|    | A          | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----|------------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15 | MA.1.M.2.3 |     | <p>Reviewer 1: "Not many opportunities for practice"</p> <p>Reviewer 2: "Basic coverage of the benchmark – does not include explicit connection to place value or skip counting"</p> <p>McGraw Hill updated Lesson 12-9 by removing finding the number of pennies, nickels, dimes, and quarters equal to \$1 (moved to Lesson 12-8) and adding additional instruction on finding the value of a collection of pennies, nickels, and/or dimes including strategies that use skip counting and place value.</p> <ul style="list-style-type: none"> <li>- instruction includes relating skip counting to find the value of a collection of coins to addition strategies</li> <li>- instruction allows students to discover efficient counting techniques, such as counting by 10s for dimes first, then counting by 5s for nickels, and finally adding on the pennies</li> <li>- instruction includes connecting previous knowledge, such as 10 more/less than a given number and 1 more/less than a given number, to finding the value of a collection of coins</li> </ul> |
| 16 | MA.1.M.2.1 |     | <p>Reviewer 1: "Not many opportunities for practice"</p> <p>Reviewer 2: "Missing the connection to semi circle"</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 17 |            |     | <p>Connection to the semi circle is found in Lesson 12-7, which includes instruction on connecting the half-hour to a semi-circle within the Math Is question in the Student Edition and in the Teacher Edition: Guided Exploration</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 18 |            | SEL | <p>Reviewer 1: "No SEL outside of subject area"</p> <p>Reviewer 2: "Pieces of the teaching edition include components of SEL."</p> <p>McGraw Hill removed all references to SEL from the product.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 19 |            |     | <p>McGraw Hill updated Lessons 3-6, 3-8, 4-5, 4-7, 4-11, 5-9, 6-8, 8-2, 8-5, 11-1, 11-2, 11-4, 12-7, 12-10, and 14-2 by revising the Math Is...Mindset sections and Math Mindset supports in the teaching edition to closer align to the Mathematical Thinking and Reasoning standards to "promote deeper learning and understanding of mathematics while cultivating a community of growth mindset learners and reflecting on the thinking of self and others." A sample of the edits is provided.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|    | D                                                                                                                                                                                                                                                                                                       | E                                                                                                                               | F | G |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---|---|
|    | <a href="http://www.mheducation.com/unidades/school/explore/sites/florida/standards/grade-1/ma-1-m-2-2-ma-1-m-2-3/fl-fm-se-gl-u12-109-443439-anno.pdf">http://www.mheducation.com/unidades/school/explore/sites/florida/standards/grade-1/ma-1-m-2-2-ma-1-m-2-3/fl-fm-se-gl-u12-109-443439-anno.pdf</a> | Lesson aligns to benchmark.                                                                                                     |   |   |
| 15 | <a href="http://www.mheducation.com/unidades/school/explore/sites/florida/standards/grade-1/ma-1-m-2-2-ma-1-m-2-3/fl-fm-te-gl-u12-109-443365.pdf">http://www.mheducation.com/unidades/school/explore/sites/florida/standards/grade-1/ma-1-m-2-2-ma-1-m-2-3/fl-fm-te-gl-u12-109-443365.pdf</a>           |                                                                                                                                 |   |   |
| 16 | <a href="http://www.mheducation.com/unidades/school/explore/sites/florida/standards/grade-1/ma-1-m-2-1/fl-fm-se-gl-u12-107-443439-anno.pdf">http://www.mheducation.com/unidades/school/explore/sites/florida/standards/grade-1/ma-1-m-2-1/fl-fm-se-gl-u12-107-443439-anno.pdf</a>                       | More instruction on semi-circles at the beginning of the lesson would be beneficial. More practice overall would be beneficial. |   |   |
| 17 | <a href="http://www.mheducation.com/unidades/school/explore/sites/florida/standards/grade-1/ma-1-m-2-1/fl-fm-te-gl-u12-107-443365.pdf">http://www.mheducation.com/unidades/school/explore/sites/florida/standards/grade-1/ma-1-m-2-1/fl-fm-te-gl-u12-107-443365.pdf</a>                                 |                                                                                                                                 |   |   |
| 18 | <a href="https://www.mheducation.com/unidades/school/explore/sites/florida/standards/grade-1/fl-fm-gl-math/index-set-updates.pdf">https://www.mheducation.com/unidades/school/explore/sites/florida/standards/grade-1/fl-fm-gl-math/index-set-updates.pdf</a>                                           |                                                                                                                                 |   |   |
| 19 |                                                                                                                                                                                                                                                                                                         |                                                                                                                                 |   |   |

**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>  
**Sent:** Tuesday, May 10, 2022 8:08 AM EDT  
**To:** Harvey, Ashley; Seeds, Cathy  
**CC:** Starling, Courtney; Rivers1, Angelia; Duncan, Patricia  
**Subject:** RE: McGraw Hill Appeal for Grade 1, 5, and 8  
**Attachment(s):** "image002.png", "image003.png", "image004.png", "image005.png"

Hi again,

Just to clarify, it looks like there are only 2 standards that you haven't approved, is that correct? Also, the one that you stated "no comment necessary" does that mean you've approved that one?

Thanks,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

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**From:** Harvey, Ashley <Ashley.Harvey@fldoe.org>  
**Sent:** Monday, May 9, 2022 4:11 PM  
**To:** Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Starling, Courtney <Courtney.Starling@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Duncan, Patricia <Patricia.Duncan@fldoe.org>  
**Subject:** RE: McGraw Hill Appeal for Grade 1, 5, and 8

Good afternoon,

Attached please find my review for McGraw Hill. If there is anything else needed please advise. Thank you,

All the best,

Ashley M. Harvey  
Elementary Math Specialist  
Office of STEAM  
Bureau of Standards & Instructional Support  
Florida Department of Education  
850.245.0067

*A gentle answer turns anger away, but mean words stir up anger.*

DOE

---

**From:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>  
**Sent:** Friday, April 29, 2022 2:38 PM  
**To:** Duncan, Patricia <Patricia.Duncan@fldoe.org>  
**Cc:** Starling, Courtney <Courtney.Starling@fldoe.org>; Harvey, Ashley <Ashley.Harvey@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Subject:** FW: McGraw Hill Appeal for Grade 1, 5, and 8

Hello again team,

Thank you for your hard work with getting these reviewed. Here are two from McGraw Hill that need standards review. Grade One has an additional special topic portion at the bottom that our team will look at.

Please let me know if you have any trouble accessing or have questions.

Thanks!  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

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**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Friday, April 29, 2022 2:23 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** McGraw Hill Appeal for Grade 1, 5, and 8

Good Afternoon,  
Please find the attached appeal spreadsheets from McGraw Hill LLC for the following:

| Bid ID | Course ID | Course                               | Title                                    |
|--------|-----------|--------------------------------------|------------------------------------------|
| 410    | 5012030   | Grade One Mathematics                | Florida Reveal Math, Grade 1             |
| 414    | 5012070   | Grade Five Mathematics               | Florida Reveal Math, Grade 5             |
| 419    | 1205070   | Grade Eight Mathematics: Pre-Algebra | Florida Reveal Math, Grade 8 Pre-Algebra |

We appreciate the opportunity to submit our appeal. The appeal spreadsheet for Reveal Math Grade 4 Accelerated, which is separate from our K-5 series, will be submitted early next week.

Regards,  
Kim



**Kim Harvey**  
Sr. Director, RFP, Bids and Contracts  
McGraw Hill | School  
8787 Orion Place, Columbus, OH 43240  
P: 614-430-4434 | C: 614-286-6626  
[kim.harvey@mheducation.com](mailto:kim.harvey@mheducation.com)  
mheducation.com

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**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:29 AM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
**Subject:** RE: McGraw Hill - Initial appeal call

\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\*

Good morning everyone,

Thank you for speaking with us this morning.

Please see the attached appeal template. Please reach out if you have any questions or concerns along the way.

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

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**From:** Hamilton, Lauren

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**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>  
**Sent:** Tuesday, May 10, 2022 1:11 PM EDT  
**To:** Harvey, Ashley; Seeds, Cathy  
**CC:** Starling, Courtney; Rivers1, Angelia; Duncan, Patricia  
**Subject:** RE: McGraw Hill Appeal for Grade 1, 5, and 8  
**Attachment(s):** "image002.png", "image005.png", "image006.png", "image007.png"

Got it, thanks, I think I understand.

For MA.1.GR.1.4 do you think that we need to ask the publisher for a link to where that is covered in the textbook in order for you to assess standard coverage? It sounds like the publisher is saying that they have ample practice pages but those may be supplemental, and the link they provided seems to be to supplemental materials. Since we'll need to meet with them to go over the two that you haven't yet approved I think we can ask them for the link then. I'm trying to clarify before sending them feedback so that we are all on the same page.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

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**From:** Harvey, Ashley <Ashley.Harvey@fldoe.org>  
**Sent:** Tuesday, May 10, 2022 10:04 AM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>  
**Cc:** Starling, Courtney <Courtney.Starling@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Duncan, Patricia <Patricia.Duncan@fldoe.org>  
**Subject:** RE: McGraw Hill Appeal for Grade 1, 5, and 8

Good morning Amber,

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All the best,

Ashley M. Harvey  
Elementary Math Specialist  
Office of STEAM  
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Regards,  
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**Kim Harvey**  
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**To:** Harvey, Kim; Baumbach, Amber

**CC:** Bennett, Wayne; Patton, Sallie; Tullos, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter

**Subject:** RE: McGraw Hill Appeal for Grade 1, 5, and 8

**Attachment(s):** "image001.png", "image003.png"

Thanks, Kim. We will have our team take a look and send next steps soon. We will also be on the lookout for Grade 4 accelerated.

Thanks again,  
Lauren

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**CC:** Starling, Courtney; Rivers1, Angelia; Duncan, Patricia

**Subject:** RE: McGraw Hill Appeal for Grade 1, 5, and 8

**Attachment(s):** "image002.png", "image005.png", "image006.png", "image007.png"

Got it, thanks, I think I understand.

For *MA.1.GR.1.4* do you think that we need to ask the publisher for a link to where that is covered in the textbook in order for you to assess standard coverage? It sounds like the publisher is saying that they have ample practice pages but those may be supplemental, and the link they provided seems to be to supplemental materials. Since we'll need to meet with them to go over the two that you haven't yet approved I think we can ask them for the link then. I'm trying to clarify before sending them feedback so that we are all on the same page.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
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**From:** Harvey, Ashley <Ashley.Harvey@fldoe.org>  
**Sent:** Monday, May 9, 2022 4:11 PM  
**To:** Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Starling, Courtney <Courtney.Starling@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Duncan, Patricia <Patricia.Duncan@fldoe.org>  
**Subject:** RE: McGraw Hill Appeal for Grade 1, 5, and 8

Good afternoon,

Attached please find my review for McGraw Hill. If there is anything else needed please advise. Thank you,

All the best,

Ashley M. Harvey  
Elementary Math Specialist  
Office of STEAM  
Bureau of Standards & Instructional Support  
Florida Department of Education  
850.245.0067

A gentle answer turns anger away, but mean words stir up anger.

DOE

---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Friday, April 29, 2022 2:38 PM  
**To:** Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>  
**Cc:** Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>; Harvey, Ashley <[Ashley.Harvey@fldoe.org](mailto:Ashley.Harvey@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
**Subject:** FW: McGraw Hill Appeal for Grade 1, 5, and 8

Hello again team,

Thank you for your hard work with getting these reviewed. Here are two from McGraw Hill that need standards review. Grade One has an additional special topic portion at the bottom that our team will look at.

Please let me know if you have any trouble accessing or have questions.

Thanks!  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Friday, April 29, 2022 2:23 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tulllos, Lisa <[lisa.tulllos@mheducation.com](mailto:lisa.tulllos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** McGraw Hill Appeal for Grade 1, 5, and 8

Good Afternoon,  
Please find the attached appeal spreadsheets from McGraw Hill LLC for the following:

| Bid ID | Course ID | Course                               | Title                                    |
|--------|-----------|--------------------------------------|------------------------------------------|
| 410    | 5012030   | Grade One Mathematics                | Florida Reveal Math, Grade 1             |
| 414    | 5012070   | Grade Five Mathematics               | Florida Reveal Math, Grade 5             |
| 419    | 1205070   | Grade Eight Mathematics: Pre-Algebra | Florida Reveal Math, Grade 8 Pre-Algebra |

We appreciate the opportunity to submit our appeal. The appeal spreadsheet for Reveal Math Grade 4 Accelerated, which is separate from our K-5 series, will be submitted early next week.

Regards,  
Kim



**Kim Harvey**

Sr. Director, RFP, Bids and Contracts  
McGraw Hill | School  
8787 Orion Place, Columbus, OH 43240  
P: 614-430-4434 | C: 614-286-6626  
[kim.harvey@mheducation.com](mailto:kim.harvey@mheducation.com)  
mheducation.com

---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>

**Sent:** Monday, April 25, 2022 9:29 AM

**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullios, Lisa <[lisa.tullios@mheducation.com](mailto:lisa.tullios@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>

**Subject:** RE: McGraw Hill - Initial appeal call

\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\*

Good morning everyone,

Thank you for speaking with us this morning.

Please see the attached appeal template. Please reach out if you have any questions or concerns along the way.

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)



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**From:** Hamilton, Lauren

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**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>  
**Sent:** Tuesday, May 03, 2022 3:06 PM EDT  
**To:** Harvey, Kim; Hamilton, Lauren  
**CC:** Bennett, Wayne; Patton, Sallie; Tullis, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter  
**Subject:** RE: McGraw Hill Appeal for Grade 4 Accelerated  
**Attachment(s):** "image002.png", "image005.png", "image003.png"

Hi Kim,

Thanks for sending this and for your team's hard work on making these changes. The document that you provided is helpful to see what changes will be made. However, the department needs to be able to review the changes in the actual materials. When I log in using the credentials that were provided for the review process, I'm still seeing the original materials. Is it possible to update the materials to reflect your changes?  
Please let me know if you have questions.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Harvey, Kim <Kim.Harvey@mheducation.com>  
**Sent:** Tuesday, May 3, 2022 11:01 AM  
**To:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>  
**Subject:** McGraw Hill Appeal for Grade 4 Accelerated

Good Morning,  
Please find the attached appeal spreadsheet from McGraw Hill LLC for the following:

| Bid ID | Course ID | Course                          | Title                                    |
|--------|-----------|---------------------------------|------------------------------------------|
| 416    | 5012065   | Grade 4 Accelerated Mathematics | Florida Reveal Math, Grade 4 Accelerated |

Please let us know next steps in the appeal process for the McGraw Hill programs in grades 1, 5, 8, and 4 accelerated.

Regards,  
Kim



**Kim Harvey**  
Sr. Director, RFP, Bids and Contracts  
McGraw Hill | School  
8787 Orion Place, Columbus, OH 43240  
P: 614-430-4434 | C: 614-286-6626  
[kim.harvey@mheducation.com](mailto:kim.harvey@mheducation.com)  
mheducation.com

---

**From:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>  
**Sent:** Monday, April 25, 2022 9:29 AM  
**To:** Harvey, Kim <Kim.Harvey@mheducation.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Subject:** RE: McGraw Hill - Initial appeal call

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Good morning everyone,

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Please see the attached appeal template. Please reach out if you have any questions or concerns along the way.

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

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**From:** Hamilton, Lauren

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**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>

**Sent:** Wednesday, May 04, 2022 10:26 AM EDT

**To:** Harvey, Kim; Hamilton, Lauren

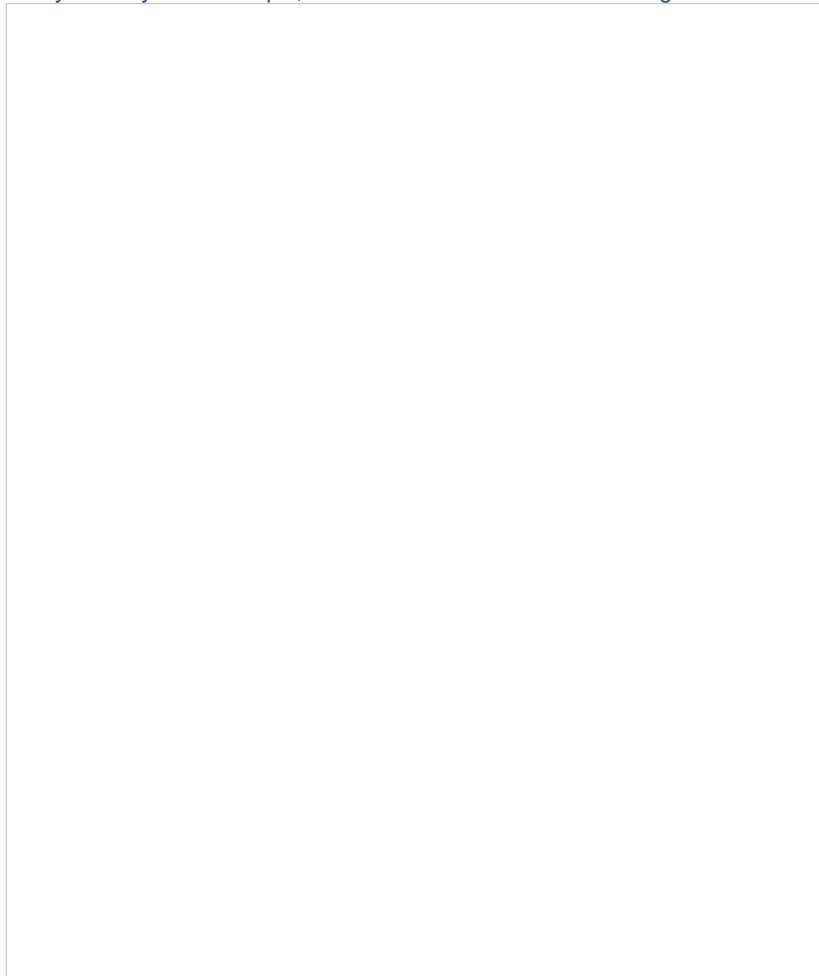
**CC:** Bennett, Wayne; Patton, Sallie; Tullos, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter

**Subject:** RE: McGraw Hill Appeal for Grade 4 Accelerated

**Attachment(s):** "image006.png", "image009.png", "image001.png", "image002.png"

Hi Kim,

I went through the links that you provided yesterday afternoon and I'm still not seeing the changes as reflected in the document you sent yesterday. For example, for lesson 4-9 this is what I'm seeing:

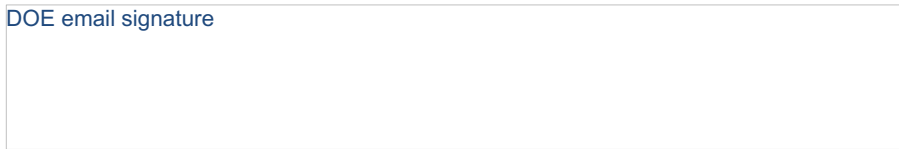


This looks to be the old version as the "Math Mindset Objective" portion has been changed on the document that you sent. Am I looking in the right place?

Thanks,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature



---

**From:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Sent:** Tuesday, May 3, 2022 4:50 PM

**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa <lisa.tullos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>;

Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>  
**Subject:** RE: McGraw Hill Appeal for Grade 4 Accelerated

Hi Amber,

Thank you for providing this feedback. To respond as quickly as possible, we provided new links to only the touched pages within the reviewer tool rather than the entire reviewer tool.

Can you confirm that the following links to our standards review tool is what you are using for the review of the actual content?

Grade 1 <https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/florida/best-links-fl-reveal-math-g1.pdf>

Grade 5 <https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/florida/best-links-fl-reveal-math-g5.pdf>

Grade 8 <https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/florida/best-links-fl-reveal-math-g8.pdf>

Grade 4 Accelerated <https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/florida/best-links-fl-reveal-math-g4-accelerated.pdf>

Regards,  
Kim

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Sent:** Tuesday, May 3, 2022 3:07 PM

**To:** Harvey, Kim <Kim.Harvey@mheducation.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>

**Subject:** RE: McGraw Hill Appeal for Grade 4 Accelerated

**\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\***

Hi Kim,

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Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Sent:** Tuesday, May 3, 2022 11:01 AM

**To:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>

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| Bid ID | Course ID | Course                          | Title                                    |
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| 416    | 5012065   | Grade 4 Accelerated Mathematics | Florida Reveal Math, Grade 4 Accelerated |



Please let us know next steps in the appeal process for the McGraw Hill programs in grades 1, 5, 8, and 4 accelerated.

Regards,  
Kim



**Kim Harvey**  
Sr. Director, RFP, Bids and Contracts  
McGraw Hill | School  
8787 Orion Place, Columbus, OH 43240  
P: 614-430-4434 | C: 614-286-6626  
[kim.harvey@mheducation.com](mailto:kim.harvey@mheducation.com)  
mheducation.com

---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:29 AM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
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**Subject:** RE: McGraw Hill - Initial appeal call

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Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

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**From:** Hamilton, Lauren

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**Sent:** Saturday, June 04, 2022 10:44 AM EDT

**To:** Harvey, Kim; Hamilton, Lauren

**CC:** Bennett, Wayne; Patton, Sallie; Tullos, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter

**Subject:** RE: McGraw Hill Appeal for Grade 4 Accelerated

**Attachment(s):** "image002.png", "image003.png", "image005.png", "image001.png"

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Florida Department of Education  
325 West Gaines Street  
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**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa <lisa.tullos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>

**Subject:** McGraw Hill Appeal for Grade 4 Accelerated

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| Bid ID | Course ID | Course                          | Title                                    |
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Please let us know next steps in the appeal process for the McGraw Hill programs in grades 1, 5, 8, and 4 accelerated.

Regards,

Kim



**Kim Harvey**

Sr. Director, RFP, Bids and Contracts  
McGraw Hill | School  
8787 Orion Place, Columbus, OH 43240  
P: 614-430-4434 | C: 614-286-6626  
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mheducation.com

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**From:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

**Sent:** Monday, April 25, 2022 9:29 AM

**To:** Harvey, Kim <Kim.Harvey@mheducation.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa <lisa.tullos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

**Subject:** RE: McGraw Hill - Initial appeal call

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Lauren

Lauren Hamilton  
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Bureau of Standards and Instructional Support  
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325 West Gaines Street, Suite 424  
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850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Hamilton, Lauren

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**Sent:** Wednesday, May 04, 2022 10:24 AM EDT

**To:** Harvey, Kim; Hamilton, Lauren

**CC:** Bennett, Wayne; Patton, Sallie; Tullos, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter

**Subject:** RE: McGraw Hill Appeal for Grade 4 Accelerated

**Attachment(s):** "image004.png", "image005.png", "image006.png", "image007.png", "image008.png", "image009.png"

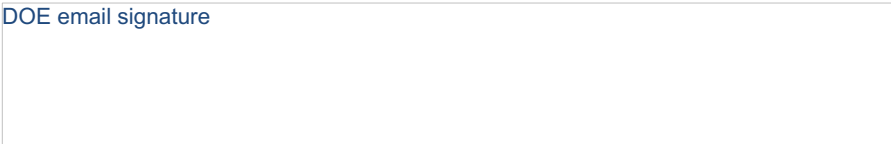
Hi Kim,

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This looks to be the old version as the "Math Mindset Objective" portion has been changed on the document that you sent.

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Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
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DOE email signature



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**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa <lisa.tullos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>

**Subject:** RE: McGraw Hill Appeal for Grade 4 Accelerated

Hi Amber,

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Can you confirm that the following links to our standards review tool is what you are using for the review of the actual content?

Grade 1 <https://s3.amazonaws.com/e-commerce-prod.mheducation.com/unitas/school/explore/sites/florida/best-links-fl-reveal-math-g1.pdf>

Grade 5 <https://s3.amazonaws.com/e-commerce-prod.mheducation.com/unitas/school/explore/sites/florida/best-links-fl-reveal-math-g5.pdf>

Grade 8 <https://s3.amazonaws.com/e-commerce-prod.mheducation.com/unitas/school/explore/sites/florida/best-links-fl-reveal-math-g8.pdf>

Grade 4 Accelerated <https://s3.amazonaws.com/e-commerce-prod.mheducation.com/unitas/school/explore/sites/florida/best-links-fl-reveal-math-g4-accelerated.pdf>

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Sent:** Tuesday, May 3, 2022 3:07 PM

**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>

**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>;

Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue

<[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>

**Subject:** RE: McGraw Hill Appeal for Grade 4 Accelerated

**\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\***

Hi Kim,

Thanks for sending this and for your team's hard work on making these changes. The document that you provided is helpful to see what changes will be made. However, the department needs to be able to review the changes in the actual materials. When I log in using the credentials that were provided for the review process, I'm still seeing the original materials. Is it possible to update the materials to reflect your changes?

Please let me know if you have questions.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>

**Sent:** Tuesday, May 3, 2022 11:01 AM

**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

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Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue

<[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>

**Subject:** McGraw Hill Appeal for Grade 4 Accelerated

Good Morning,

Please find the attached appeal spreadsheet from McGraw Hill LLC for the following:

| Bid ID | Course ID | Course                          | Title                                    |
|--------|-----------|---------------------------------|------------------------------------------|
| 416    | 5012065   | Grade 4 Accelerated Mathematics | Florida Reveal Math, Grade 4 Accelerated |

Please let us know next steps in the appeal process for the McGraw Hill programs in grades 1, 5, 8, and 4 accelerated.

Regards,

Kim



**Kim Harvey**

Sr. Director, RFP, Bids and Contracts  
McGraw Hill | School  
8787 Orion Place, Columbus, OH 43240  
P: 614-430-4434 | C: 614-286-6626  
[kim.harvey@mheducation.com](mailto:kim.harvey@mheducation.com)  
mheducation.com

---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:29 AM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
**Subject:** RE: McGraw Hill - Initial appeal call

\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\*

Good morning everyone,

Thank you for speaking with us this morning.

Please see the attached appeal template. Please reach out if you have any questions or concerns along the way.

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)



---

**From:** Hamilton, Lauren

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**From:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Sent:** Tuesday, May 03, 2022 4:49 PM EDT

**To:** Baumbach, Amber; Hamilton, Lauren

**CC:** Bennett, Wayne; Patton, Sallie; Tullis, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter

**Subject:** RE: McGraw Hill Appeal for Grade 4 Accelerated

**Attachment(s):** "image001.png", "image002.png", "image003.png"

Hi Amber,

Thank you for providing this feedback. To respond as quickly as possible, we provided new links to only the touched pages within the reviewer tool rather than the entire reviewer tool.

Can you confirm that the following links to our standards review tool is what you are using for the review of the actual content?

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Grade 8 <https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/florida/best-links-fl-reveal-math-g8.pdf>

Grade 4 Accelerated <https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/florida/best-links-fl-reveal-math-g4-accelerated.pdf>

Regards,  
Kim

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Sent:** Tuesday, May 3, 2022 3:07 PM

**To:** Harvey, Kim <Kim.Harvey@mheducation.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>

**Subject:** RE: McGraw Hill Appeal for Grade 4 Accelerated

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Hi Kim,

Thanks for sending this and for your team's hard work on making these changes. The document that you provided is helpful to see what changes will be made. However, the department needs to be able to review the changes in the actual materials. When I log in using the credentials that were provided for the review process, I'm still seeing the original materials. Is it possible to update the materials to reflect your changes?

Please let me know if you have questions.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Sent:** Tuesday, May 3, 2022 11:01 AM

**To:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>

**Subject:** McGraw Hill Appeal for Grade 4 Accelerated

Good Morning,

Please find the attached appeal spreadsheet from McGraw Hill LLC for the following:

| Bid ID | Course ID | Course                          | Title                                    |
|--------|-----------|---------------------------------|------------------------------------------|
| 416    | 5012065   | Grade 4 Accelerated Mathematics | Florida Reveal Math, Grade 4 Accelerated |

Please let us know next steps in the appeal process for the McGraw Hill programs in grades 1, 5, 8, and 4 accelerated.

Regards,  
Kim



**Kim Harvey**  
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8787 Orion Place, Columbus, OH 43240  
P: 614-430-4434 | C: 614-286-6626  
[kim.harvey@mheducation.com](mailto:kim.harvey@mheducation.com)  
mheducation.com

---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Monday, April 25, 2022 9:29 AM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
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**Subject:** RE: McGraw Hill - Initial appeal call

\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\*

Good morning everyone,

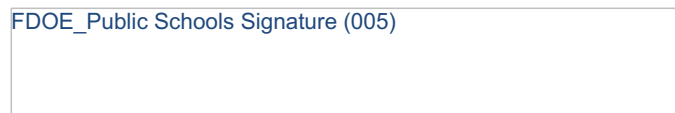
Thank you for speaking with us this morning.

Please see the attached appeal template. Please reach out if you have any questions or concerns along the way.

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)



---

**From:** Hamilton, Lauren

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**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>  
**Sent:** Tuesday, May 03, 2022 3:34 PM EDT  
**To:** Harvey, Kim; Hamilton, Lauren  
**CC:** Bennett, Wayne; Patton, Sallie; Tullos, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter  
**Subject:** RE: McGraw Hill Appeal for Grade 4 Accelerated  
**Attachment(s):** "image002.png", "image005.png", "image003.png", "image006.png"

Hi again,

In response to the comment on the spreadsheet about not being able to find the example on pg. 521 that reviewer # 2 noted, I wanted to make you aware that this is the page that the reviewer mentioned. Please also address changes on this page in your edits.

Thank you!



Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature



---

**From:** Baumbach, Amber  
**Sent:** Tuesday, May 3, 2022 3:07 PM  
**To:** Harvey, Kim <Kim.Harvey@mheducation.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>  
**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa <lisa.tullos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>  
**Subject:** RE: McGraw Hill Appeal for Grade 4 Accelerated

Hi Kim,

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Tallahassee, FL 32399-0400  
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DOE email signature

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**Sent:** Tuesday, May 3, 2022 11:01 AM

**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

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**Subject:** McGraw Hill Appeal for Grade 4 Accelerated

Good Morning,

Please find the attached appeal spreadsheet from McGraw Hill LLC for the following:

| Bid ID | Course ID | Course                          | Title                                    |
|--------|-----------|---------------------------------|------------------------------------------|
| 416    | 5012065   | Grade 4 Accelerated Mathematics | Florida Reveal Math, Grade 4 Accelerated |

Please let us know next steps in the appeal process for the McGraw Hill programs in grades 1, 5, 8, and 4 accelerated.

Regards,

Kim



**Kim Harvey**

Sr. Director, RFP, Bids and Contracts  
McGraw Hill | School  
8787 Orion Place, Columbus, OH 43240  
P: 614-430-4434 | C: 614-286-6626  
[kim.harvey@mheducation.com](mailto:kim.harvey@mheducation.com)  
mheducation.com

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**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>

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**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>

**Subject:** RE: McGraw Hill - Initial appeal call

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Good morning everyone,

Thank you for speaking with us this morning.

Please see the attached appeal template. Please reach out if you have any questions or concerns along the way.

Thanks,

Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Hamilton, Lauren

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**From:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Sent:** Wednesday, May 11, 2022 10:50 AM EDT

**To:** Baumbach, Amber; Hamilton, Lauren

**CC:** Bennett, Wayne; Patton, Sallie; Tullis, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter

**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

**Attachment(s):** "image001.png", "image002.png"

Good morning,

We are wondering what the next part of the appeal process is. Will there be further communication from the Bureau of Standards and Instructional Support?

Regards,  
Kim

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Sent:** Monday, May 9, 2022 2:30 PM

**To:** Harvey, Kim <Kim.Harvey@mheducation.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue

<sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>

**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

**\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\***

Thanks, Kim! We will take a look and let you know next steps soon.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Sent:** Monday, May 9, 2022 1:50 PM

**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue

<sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>

**Subject:** McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good Afternoon,

Thank you for the feedback on our appeal spreadsheets. Based on this feedback, we have updated the links in the attached documents for the following McGraw Hill programs:

| Bid ID | Course ID | Course                               | Title                                    |
|--------|-----------|--------------------------------------|------------------------------------------|
| 410    | 5012030   | Grade One Mathematics                | Florida Reveal Math, Grade 1             |
| 414    | 5012070   | Grade Five Mathematics               | Florida Reveal Math, Grade 5             |
| 419    | 1205070   | Grade Eight Mathematics: Pre-Algebra | Florida Reveal Math, Grade 8 Pre-Algebra |
| 416    | 5012065   | Grade 4 Accelerated Mathematics      | Florida Reveal Math, Grade 4 Accelerated |

Please let us know if there are any other items we need to provide regarding our appeal.

Regards,  
Kim



Kim Harvey  
Sr. Director, RFP, Bids and Contracts

McGraw Hill | School  
8787 Orion Place, Columbus, OH 43240  
P: 614-430-4434 | C: 614-286-6626  
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**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>  
**Sent:** Friday, May 13, 2022 10:26 AM EDT  
**To:** Harvey; Kim  
**CC:** Bennett, Wayne; Patton, Sallie; Tullis, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter  
**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated  
**Attachment(s):** "Publisher Appeal McGraw Hill Grade 8 Mathematics\_05-09-22.xlsx", "McGraw Hill Grade 1 Mathematics Appeal 5.13.xlsx", "image001.png", "image004.png"

Hi Kim,

Our content specialists have provided additional comments on the spreadsheet. I've set up a meeting for today at 11:00 am to discuss standards for grades 1 and 8. I'm also attaching the spreadsheets. Anything marked in green has been approved, anything marked in red needs additional discussion/edits.

McGraw Hill  
Fri, May 13, 2022 11:00 AM - 11:30 AM (EDT)

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Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

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**From:** Harvey, Kim <Kim.Harvey@mheducation.com>  
**Sent:** Wednesday, May 11, 2022 10:51 AM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>  
**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>  
**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good morning,

We are wondering what the next part of the appeal process is. Will there be further communication from the Bureau of Standards and Instructional Support?

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, May 9, 2022 2:30 PM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue

<[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>

**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

**\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\***

Thanks, Kim! We will take a look and let you know next steps soon.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

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**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>

**Sent:** Monday, May 9, 2022 1:50 PM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>

**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>

**Subject:** McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good Afternoon,

Thank you for the feedback on our appeal spreadsheets. Based on this feedback, we have updated the links in the attached documents for the following McGraw Hill programs:

| Bid ID | Course ID | Course                               | Title                                    |
|--------|-----------|--------------------------------------|------------------------------------------|
| 410    | 5012030   | Grade One Mathematics                | Florida Reveal Math, Grade 1             |
| 414    | 5012070   | Grade Five Mathematics               | Florida Reveal Math, Grade 5             |
| 419    | 1205070   | Grade Eight Mathematics: Pre-Algebra | Florida Reveal Math, Grade 8 Pre-Algebra |
| 416    | 5012065   | Grade 4 Accelerated Mathematics      | Florida Reveal Math, Grade 4 Accelerated |

Please let us know if there are any other items we need to provide regarding our appeal.

Regards,  
Kim



**Kim Harvey**

Sr. Director, RFP, Bids and Contracts  
McGraw Hill | School  
8787 Orion Place, Columbus, OH 43240  
P: 614-430-4434 | C: 614-286-6626  
[kim.harvey@mheducation.com](mailto:kim.harvey@mheducation.com)  
mheducation.com

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|    | A                                                   | B                                            | C                                                                                                                                                                                                                                                                                                                                                                                                                        | D                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----|-----------------------------------------------------|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | <b>COURSE Grade 1 Mathematics</b><br><b>BID 410</b> |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 2  |                                                     |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 3  | <b>Standard Below 3 (if applicable)</b>             | <b>Special Topic Concern (if applicable)</b> | <b>Publisher Correction</b>                                                                                                                                                                                                                                                                                                                                                                                              | <b>Link to correction in materials</b>                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 4  | MA.1.AR.1.1                                         |                                              | Reviewer 1: "Rigor is not there for the BEST standards." Reviewer 2: "Provides suitable instruction to build understanding and allow student practice. Would like to have seen some problems begin with the sum." McGraw Hill updated Lesson 4-8 by changing the placement of the sum (having the sum on the left side of the equation) in Exercises 4 and 6 and further increasing rigor by updating Exercises 8 and 9. | <a href="http://www.nheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-ar-1-1/ma-1-ar-1-1-florida-reveal-math-student-edition-gl-lesson-4-8.pdf">http://www.nheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-ar-1-1/ma-1-ar-1-1-florida-reveal-math-student-edition-gl-lesson-4-8.pdf</a>                                                                                                                                 |
| 5  |                                                     |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                          | <a href="http://www.nheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-ar-1-1/ma-1-ar-1-1-florida-reveal-math-teacher-edition-gl-lesson-4-8.pdf">http://www.nheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-ar-1-1/ma-1-ar-1-1-florida-reveal-math-teacher-edition-gl-lesson-4-8.pdf</a>                                                                                                                                 |
| 6  | MA.1.AR.2.1                                         |                                              | Reviewer 1: "meets BEST standard" Reviewer 2: "The concept is taught mostly through fact family practice with little student practice for missing addends."                                                                                                                                                                                                                                                              | <a href="http://www.nheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-ar-2-1/ma-1-ar-2-1-florida-reveal-math-teacher-edition-gl-lessons-5-6-5-7-5-8.pdf">http://www.nheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-ar-2-1/ma-1-ar-2-1-florida-reveal-math-teacher-edition-gl-lessons-5-6-5-7-5-8.pdf</a>                                                                                                               |
| 7  | MA.1.DP.1.1                                         |                                              | Lessons 5-6 and 5-7 focus on MA.1.AR.2.1 and Lesson 5-8 also uses addition to For lessons that align to MA.1.DP.1.1, reviewers commented: "Not enough instruction – only 1 lesson on each."                                                                                                                                                                                                                              | <a href="http://www.nheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-dp-1-1/ma-1-dp-1-1-florida-reveal-math-student-edition-gl-lessons-1-3-1-and-1-3-2.pdf">http://www.nheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-dp-1-1/ma-1-dp-1-1-florida-reveal-math-student-edition-gl-lessons-1-3-1-and-1-3-2.pdf</a>                                                                                                       |
| 8  |                                                     |                                              | Grade 1 features two lessons for MA.1.DP.1.1. Please see linked Student Edition and Teacher Edition pages for Lessons 13-1 and 13-2.                                                                                                                                                                                                                                                                                     | <a href="http://www.nheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-dp-1-2/ma-1-dp-1-2-florida-reveal-math-teacher-edition-gl-u13-lessons-13-1-and-13-2.pdf">http://www.nheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-dp-1-2/ma-1-dp-1-2-florida-reveal-math-teacher-edition-gl-u13-lessons-13-1-and-13-2.pdf</a>                                                                                                   |
| 9  | MA.1.DP.1.2                                         |                                              | For lessons that align to MA.1.DP.1.2, reviewers commented: "Not enough instruction – only 1 lesson on each."                                                                                                                                                                                                                                                                                                            | <a href="http://www.nheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-dp-1-2/ma-1-dp-1-2-florida-reveal-math-student-edition-gl-lessons-1-3-3-and-1-3-4.pdf">http://www.nheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-dp-1-2/ma-1-dp-1-2-florida-reveal-math-student-edition-gl-lessons-1-3-3-and-1-3-4.pdf</a>                                                                                                       |
| 10 |                                                     |                                              | Grade 1 features two lessons for MA.1.DP.1.2. Please see linked Student Edition and Teacher Edition pages for Lessons 13-3 and 13-4.                                                                                                                                                                                                                                                                                     | <a href="http://www.nheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-dp-1-2/ma-1-dp-1-2-florida-reveal-math-teacher-edition-gl-u13-lessons-13-3-and-13-4.pdf">http://www.nheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-dp-1-2/ma-1-dp-1-2-florida-reveal-math-teacher-edition-gl-u13-lessons-13-3-and-13-4.pdf</a>                                                                                                   |
| 11 | MA.1.GR.1.4                                         |                                              | There are several comments noting "not enough practice" for certain standards in Grade 1, including MA.1.GR.1.4.                                                                                                                                                                                                                                                                                                         | <a href="http://www.nheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-gr-1-4-additional-practice/ma-1-gr-1-4-fl-1-06-08-additional-practice-book-identifying-2-and-3-dimensional-figures-in-the-real-world.pdf">http://www.nheducation.com/units/school/explore/sites/florida/standards/grade-1/ma-1-gr-1-4-additional-practice/ma-1-gr-1-4-fl-1-06-08-additional-practice-book-identifying-2-and-3-dimensional-figures-in-the-real-world.pdf</a> |
| 12 |                                                     |                                              | In all grades, Reveal Math offers additional practice in both print and digital formats outside of the core (print) student edition. Please see sample extra practice pages for Grade 1, Lesson 6-8.                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|    | E                           | F                                                                                                               | G |
|----|-----------------------------|-----------------------------------------------------------------------------------------------------------------|---|
| 1  |                             | <b>Reviewer Evaluation Scale:</b><br>5- Very Good<br>4- Good<br>3- Fair<br>2- Poor<br>1- Very Poor/No Alignment |   |
| 2  |                             |                                                                                                                 |   |
| 3  | Notes                       |                                                                                                                 |   |
| 4  | Lesson aligns to benchmark. |                                                                                                                 |   |
| 5  | Lesson aligns to benchmark. |                                                                                                                 |   |
| 6  | Lesson aligns to benchmark. |                                                                                                                 |   |
| 7  | Lesson aligns to benchmark. |                                                                                                                 |   |
| 8  |                             |                                                                                                                 |   |
| 9  | Lesson aligns to benchmark. |                                                                                                                 |   |
| 10 |                             |                                                                                                                 |   |
| 11 | No comment necessary        |                                                                                                                 |   |
| 12 |                             |                                                                                                                 |   |



|    | A          | B   | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | D                                                                                                                                                                                                                                                                      |
|----|------------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 13 |            |     | <p>Reviewer 1: "Not many opportunities for practice"<br/>Reviewer 2: "Cursory coverage of the benchmark"</p> <p>McGraw Hill updated Lesson 12-8 to deepen coverage of the benchmark including finding the value of multiple pennies, nickels, and dimes<br/>- instruction connects skip counting by 5s or 10s to finding the value of a set of nickels or dimes<br/>- instruction allows students to determine efficient counting techniques when finding the value of multiple pennies (such as creating groups of 2, 5, or 10 and skip counting)<br/>- students use these counting technique to discover how many of each coin are needed to equal \$1<br/>- instruction includes connecting student's previous experience with decomposing by place value to determine how many quarters are needed to equal \$1</p> <p>In addition, McGraw Hill increased the number of practice exercises in the Student Edition.</p> <p>This lesson now includes identifying pennies, nickels, dimes, and quarters and</p>                                                      |                                                                                                                                                                                                                                                                        |
| 14 | MA.1.M.2.3 |     | <p>Reviewer 1: "Not many opportunities for practice"<br/>Reviewer 2: "Basic coverage of the benchmark — does not include explicit connection to place value or skip counting"</p> <p>McGraw Hill updated Lesson 12-9 by removing finding the number of pennies, nickels, dimes, and quarters equal to \$1 (moved to Lesson 12-8) and adding additional instruction on finding the value of a collection of pennies, nickels, and/or dimes including strategies that use skip counting and place value.</p> <ul style="list-style-type: none"> <li>- instruction includes relating skip counting to find the value of a collection of coins to addition strategies</li> <li>- instruction allows students to discover efficient counting techniques, such as counting by 10s for dimes first, then counting by 5s for nickels, and finally adding on the pennies</li> <li>- instruction includes connecting previous knowledge, such as 10 more/less than a given number and 1 more/less than a given number, to finding the value of a collection of coins</li> </ul> | <p><a href="http://www.mheducation.com/unitas/school/explore/sites/florida/standards/grade-1/ma-1-m-2-2-ma-1-m-2-3/fl-107-443365.pdf">http://www.mheducation.com/unitas/school/explore/sites/florida/standards/grade-1/ma-1-m-2-2-ma-1-m-2-3/fl-107-443365.pdf</a></p> |
| 15 |            |     | <p>Reviewer 1: "Not many opportunities for practice"<br/>Reviewer 2: "Missing the connection to semi circle"</p> <p>Connection to the semi circle is found in Lesson 12-7, which includes instruction on connecting the half-hour to a semi-circle within the Math Is</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><a href="http://www.mheducation.com/unitas/school/explore/sites/florida/standards/grade-1/ma-1-m-2-1/fl-107-443365.pdf">http://www.mheducation.com/unitas/school/explore/sites/florida/standards/grade-1/ma-1-m-2-1/fl-107-443365.pdf</a></p>                       |
| 16 | MA.1.M.2.1 |     | <p>Reviewer 1: "No SEL outside of subject area"<br/>Reviewer 2: "Pieces of the teaching edition include components of SEL."</p> <p>McGraw Hill removed all references to SEL from the product.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><a href="https://www.mheducation.com/unitas/school/explore/sites/florida/standards/grade-1/ma-1-m-2-1/fl-107-443365.pdf">https://www.mheducation.com/unitas/school/explore/sites/florida/standards/grade-1/ma-1-m-2-1/fl-107-443365.pdf</a></p>                     |
| 17 |            | SEL | <p>McGraw Hill updated Lessons 3-6, 3-8, 4-5, 4-7, 4-11, 5-9, 6-8, 8-2, 8-5, 11-1, 11-2, 11-4, 12-7, 12-10, and 14-2 by revising the Math Is...Mindset sections and Math Mindset supports in the teaching edition to closer align to the Mathematical Thinking and Reasoning standards to "promote deeper learning and understanding of mathematics while cultivating a community of growth mindset learners and reflecting on the thinking of self and others." A sample of the edits is provided.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><a href="https://www.mheducation.com/unitas/school/explore/sites/florida/standards/grade-1/fl-107-443365.pdf">https://www.mheducation.com/unitas/school/explore/sites/florida/standards/grade-1/fl-107-443365.pdf</a></p>                                           |
| 19 |            |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                        |

|    | E                                                                                                                                                                                                                     | F | G |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
|    | *Very limited instruction and practice with this benchmark. *Both sides of coins should be represented in this lesson. Although they are shown in the intro, only the penny and nickel are seen in practice problems. |   |   |
| 13 | Lesson aligns to benchmark.                                                                                                                                                                                           |   |   |
| 14 |                                                                                                                                                                                                                       |   |   |
| 15 | More instruction on semi-circles at the beginning of the lesson would be beneficial. More practice overall would be beneficial.                                                                                       |   |   |
| 16 |                                                                                                                                                                                                                       |   |   |
| 17 |                                                                                                                                                                                                                       |   |   |
| 18 |                                                                                                                                                                                                                       |   |   |
| 19 |                                                                                                                                                                                                                       |   |   |

|    | A                                           | B                                                    | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | D                                                                 |
|----|---------------------------------------------|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| 1  | <b>COURSE Grade 8 Mathematics</b>           |                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                   |
| 2  | <b>BID 419</b>                              |                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                   |
|    | <b>Standard Below 3<br/>(if applicable)</b> | <b>Special Topic<br/>Concern (if<br/>applicable)</b> | <b>Publisher Correction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Link to correction in<br/>materials</b>                        |
| 3  | MA.8.AR.3.5                                 |                                                      | Reviewer comment: "Many related standards, but a lack of explicit instruction for Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form."                                                                                                                                                                                                                                                                                                                                                                                                                                                | <a href="#">link to 4-5 SE</a>                                    |
| 4  |                                             |                                                      | Lesson 4-5 was updated to show the correct benchmark, MA.8.AR.3.3.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <a href="#">link to 4-5 TE</a>                                    |
| 5  |                                             |                                                      | Lesson 4-7 was updated to include a real world example to provide better alignment to MA.8.AR.3.5.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <a href="#">link to 4-7 SE</a>                                    |
| 6  |                                             |                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                   |
| 7  | MA.8.DP.1.2                                 |                                                      | Reviewer 1 comment: "Feels like this standard should have more opportunity to practice, separate from MA.8.DP.1.1"                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <a href="#">link to 4-7 TE</a><br><a href="#">link to 9-1 SE</a>  |
| 8  |                                             |                                                      | Lesson 9-1 Practice (exercise 5) was updated to include a scatterplot so that students have opportunity to interpret scatterplots without having to construct first and then interpret.<br><br>All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital forms. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALEKS, a research-based, online learning program that provides the individual support required for every student to achieve mastery. | <a href="#">link to 9-1 TE</a>                                    |
| 9  | MA.8.DP.2.3                                 |                                                      | Reviewer 1 comment: "Use of the language 'relative frequency' is incorrect throughout the lessons aligned to this benchmark. Relative frequency is not part of this benchmark."                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <a href="#">link to 10-3 SE</a>                                   |
| 10 |                                             |                                                      | Lesson 10-3 was updated to replace all instances of relative frequency to experimental probability.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <a href="#">link to 10-3 TE</a>                                   |
| 11 |                                             |                                                      | Lesson 10-4 was updated to replace all instances of relative frequency to experimental probability.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <a href="#">link to 10-4 SE</a>                                   |
| 12 |                                             |                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                   |
| 13 | MA.8.GR.2.1                                 |                                                      | Reviewer comment: "Inadequate practice problems are provided. More scaffolding is needed. This concept needs lots of practice and reinforcement with more student-friendly real-world problems."                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <a href="#">link to 10-4 TE</a><br><a href="#">link to 8-4 SE</a> |
| 14 |                                             |                                                      | Lesson 8-4 was updated to provide real-world example in Example 1. Practice exercises were updated to align to the revised example.<br><br>All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital forms. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALEKS, a research-based, online learning program that provides the individual support required for every student to achieve mastery.                                                     | <a href="#">link to 8-4 TE</a>                                    |
| 15 |                                             |                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <a href="#">link to 8-4 TE</a>                                    |

|    | E                                                                                                                                                                                                                                                                                                                                                                            | F                                                                                                               | G |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---|
| 1  |                                                                                                                                                                                                                                                                                                                                                                              | <b>Reviewer Evaluation Scale:</b><br>5- Very Good<br>4- Good<br>3- Fair<br>2- Poor<br>1- Very Poor/No Alignment |   |
| 2  |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                 |   |
| 3  | FLDOE Comments from math specialist                                                                                                                                                                                                                                                                                                                                          |                                                                                                                 |   |
| 4  | Alignment is fine                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                 |   |
| 5  | Alignment is fine                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                 |   |
| 6  | Alignment is fine<br>Wondering: Lesson 4-5 has reference to Access points but 4-7 does not. Should both lessons reference AP? Additionally, these were not officially adopted until March so have these been updated to reflect any changes?                                                                                                                                 |                                                                                                                 |   |
| 7  |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                 |   |
| 8  | Alignment is fine; having to construct a scatter plot and then interpret it should be part of instruction as benchmarks are not taught in isolation.<br>What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level. |                                                                                                                 |   |
| 9  | What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.                                                                                                                                                         |                                                                                                                 |   |
| 10 | What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.                                                                                                                                                         |                                                                                                                 |   |
| 11 | Alignment is fine<br>What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.                                                                                                                                    |                                                                                                                 |   |
| 12 | Alignment is fine<br>What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.                                                                                                                                    |                                                                                                                 |   |
| 13 | Alignment is fine<br>What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.                                                                                                                                    |                                                                                                                 |   |
| 14 | Lesson should include more examples on having students identify the transformation and should include more examples where not on the coordinate plane.<br>Should there be AP referenced here like other lessons?                                                                                                                                                             |                                                                                                                 |   |
| 15 |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                 |   |

|    | A            | B                                                                                                                              | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | D                               |
|----|--------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
|    | MA.8.GR.2.2  |                                                                                                                                | <p>Reviewer comment: "Content aligns nicely to the standard, but there are not enough examples for the struggling students to feel success with the concepts. Excellent exposure and examples for the students who need enrichment."</p> <p>Lesson 8-5 was updated with revised instruction to help struggling students connect scale factor (learned in Grade 7) to dilation by looking at a non-geometric real world figures.</p> <p>All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital forms. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALEKS, a research-based, online learning program that provides the individual support required for every student to achieve mastery.</p>                                                                                                                                                                                                                  | <a href="#">link to 8-5 TIE</a> |
| 16 |              |                                                                                                                                | <p>Reviewer comment: "Some of the problems in the practice for this benchmark are not aligned well or outside the limits/clarifications. There are not enough examples for the struggling students to feel success with the concepts. Nice exposure and examples for the students who need enrichment. Application problems in section 8.1 practice are not at all connected to the benchmark; Section 8-2 'Build Perseverance' problem is way outside the limits/clarifications for this benchmark."</p> <p>Lesson 8-1 was updated with a revised Apply problem and corresponding practice exercises for stronger alignment to the benchmark.</p> <p>All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital formats. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALEKS, a research-based, online learning program that provides the individual support required for every student to achieve mastery.</p> | <a href="#">link to 8-1 TIE</a> |
| 17 | MA.8.GR.2.3  |                                                                                                                                | <p>Lesson 8-2 was updated with a revised Build Perseverance exercise for a stronger alignment to the benchmark and clarifications.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <a href="#">link to 8-2 SE</a>  |
| 18 |              |                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <a href="#">link to 8-1 TIE</a> |
| 19 | MA.8.GR.2.3  |                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <a href="#">link to 8-2 SE</a>  |
| 20 |              |                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                 |
| 21 | MA.8.NSO.1.7 |                                                                                                                                | <p>Reviewer comment: "Did not see explicit reference to order of operations. Did not see many examples where students were asked to solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals."</p> <p>Lesson 2-1 was updated with two revised examples: one that includes instruction for order of operations and a second that provides instruction on solving multi-step real-world problems involving the order of operations.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <a href="#">link to 8-2 TIE</a> |
| 22 |              |                                                                                                                                | <p>Reviewer 1 comment: "No evidence of Critical Race Theory was noted within the instructional materials." Reviewer 2 comment: "Nothing noticed." Reviewer 3 comment: "No evidence of topic coverage."</p> <p>We do not include Critical Race Theory in our instructional materials, and no reviewer found any evidence of CRT in our materials.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <a href="#">link to 2-1 SE</a>  |
| 23 |              |                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <a href="#">link to 2-1 TIE</a> |
| 24 |              | <p>Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                 |

|    | E                                                                                                                                                                                                                                                                                                    | F | G |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 16 | Materials need to include examples of dilations not on the coordinate plane.<br>What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level. |   |   |
| 17 |                                                                                                                                                                                                                                                                                                      |   |   |
| 18 | Alignment is fine<br>What is intent of "connecting benchmark"? In this case, since it refers to grade 6 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.                                                            |   |   |
| 19 |                                                                                                                                                                                                                                                                                                      |   |   |
| 20 | Alignment is fine<br>What is intent of "connecting benchmark"? In this case, since it refers to grade 6 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.                                                            |   |   |
| 21 |                                                                                                                                                                                                                                                                                                      |   |   |
| 22 | The updated examples are aligned but would like to see more examples of real-world. Wondering if this is embedded within other lessons that involve rational numbers (exponents and radicals).                                                                                                       |   |   |
| 23 |                                                                                                                                                                                                                                                                                                      |   |   |
| 24 |                                                                                                                                                                                                                                                                                                      |   |   |

**Sent:** Friday, May 13, 2022 10:26 AM EDT

**To:** Harvey; Kim

**CC:** Bennett, Wayne; Patton, Sallie; Tullos, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter

**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

**Attachment(s):** "Publisher Appeal McGraw Hill Grade 8 Mathematics\_05-09-22.xlsx", "image001.png", "image002.png", "image003.png"

Hi Kim,

Our content specialists have provided additional comments on the spreadsheet. I've set up a meeting for today at 11:00 am to discuss standards for grades 1 and 8. I'm also attaching the spreadsheets. Anything marked in green has been approved, anything marked in red needs additional discussion/edits.

McGraw Hill

Fri, May 13, 2022 11:00 AM - 11:30 AM (EDT)

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Or dial directly: 688621613@67.217.95.2 or 67.217.95.2##688621613

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Thank you,

Amber Baumbach

Library Media & Instructional Materials Program Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street

Tallahassee, FL 32399-0400

850-245-9115

DOE email signature

---

**From:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Sent:** Wednesday, May 11, 2022 10:51 AM

**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa <lisa.tullos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>

**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good morning,

We are wondering what the next part of the appeal process is. Will there be further communication from the Bureau of Standards and Instructional Support?

Regards,

Kim

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Sent:** Monday, May 9, 2022 2:30 PM

**To:** Harvey, Kim <Kim.Harvey@mheducation.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa <lisa.tullos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>

**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

**\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\***

Thanks, Kim! We will take a look and let you know next steps soon.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Monday, May 9, 2022 1:50 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good Afternoon,

Thank you for the feedback on our appeal spreadsheets. Based on this feedback, we have updated the links in the attached documents for the following McGraw Hill programs:

| Bid ID | Course ID | Course                               | Title                                    |
|--------|-----------|--------------------------------------|------------------------------------------|
| 410    | 5012030   | Grade One Mathematics                | Florida Reveal Math, Grade 1             |
| 414    | 5012070   | Grade Five Mathematics               | Florida Reveal Math, Grade 5             |
| 419    | 1205070   | Grade Eight Mathematics: Pre-Algebra | Florida Reveal Math, Grade 8 Pre-Algebra |
| 416    | 5012065   | Grade 4 Accelerated Mathematics      | Florida Reveal Math, Grade 4 Accelerated |

Please let us know if there are any other items we need to provide regarding our appeal.

Regards,  
Kim



**Kim Harvey**  
Sr. Director, RFP, Bids and Contracts  
McGraw Hill | School  
8787 Orion Place, Columbus, OH 43240  
P: 614-430-4434 | C: 614-286-6626  
[kim.harvey@mheducation.com](mailto:kim.harvey@mheducation.com)  
mheducation.com

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The information contained in this message may be confidential and/or constitute a privileged attorney-client document. If the reader of this message is not the intended recipient, or an employee or agent responsible for delivering this message to the intended recipient, you are hereby notified that any dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please notify McGraw-Hill immediately by replying to the message and deleting it from your computer. Thank you.



A

B

C

D

## COURSE Grade 8 Mathematics

BID 419

|    | A                                       | B                                            | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | D                                                                                                     |
|----|-----------------------------------------|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| 1  |                                         |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                       |
| 2  |                                         |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                       |
|    | <b>Standard Below 3 (if applicable)</b> | <b>Special Topic Concern (if applicable)</b> | <b>Publisher Correction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Link to correction in materials</b>                                                                |
| 3  | MA.8.AR.3.5                             |                                              | Reviewer comment: "Many related standards, but a lack of explicit instruction for Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form."<br><br>Lesson 4-5 was updated to show the correct benchmark, MA.8.AR.3.3.<br><br>Lesson 4-7 was updated to include a real world example to provide better alignment to MA.8.AR.3.5.                                                                                                                                                                                                                                                                                                                                                                                                                | <a href="#">link to 4-5 SE</a>                                                                        |
| 4  |                                         |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <a href="#">link to 4-5 TE</a>                                                                        |
| 5  |                                         |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <a href="#">link to 4-7 SE</a>                                                                        |
| 6  |                                         |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                       |
| 7  | MA.8.DP.1.2                             |                                              | Reviewer 1 comment: "Feels like this standard should have more opportunity to practice, separate from MA.8.DP.1.1"<br><br>Lesson 9-1 Practice (exercise 5) was updated to include a scatterplot so that students have opportunity to interpret scatterplots without having to construct first and then interpret.<br><br>All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital forms. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALEKS, a research-based, online learning program that provides the individual support required for every student to achieve mastery.                           | <a href="#">link to 4-7 TE</a><br><a href="#">link to 9-1 SE</a>                                      |
| 8  |                                         |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <a href="#">link to 9-1 TE</a>                                                                        |
| 9  | MA.8.DP.2.3                             |                                              | Reviewer 1 comment: "Use of the language 'relative frequency' is incorrect throughout the lessons aligned to this benchmark. Relative frequency is not part of this benchmark."<br><br>Lesson 10-2 was updated to replace all instances of relative frequency to experimental probability.<br><br>Lesson 10-4 was updated to replace all instances of relative frequency to experimental probability.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <a href="#">link to 10-3 SE</a><br><a href="#">link to 10-3 TE</a><br><a href="#">link to 10-4 SE</a> |
| 10 |                                         |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                       |
| 11 |                                         |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                       |
| 12 |                                         |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                       |
| 13 | MA.8.GR.2.1                             |                                              | Reviewer comment: "Inadequate practice problems are provided. More scaffolding is needed. This concept needs lots of practice and reinforcement with more student-friendly real-world problems."<br><br>Lesson 8-4 was updated to provide real-world example in Example 1. Practice exercises were updated to align to the revised example.<br><br>All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital forms. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALEKS, a research-based, online learning program that provides the individual support required for every student to achieve mastery. | <a href="#">link to 10-4 TE</a><br><a href="#">link to 8-4 SE</a>                                     |
| 14 |                                         |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                       |
| 15 |                                         |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <a href="#">link to 8-4 TE</a>                                                                        |

|    | E                                                                                                                                                                                                                                                                                                                                                                            | F                                                                                                               | G |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---|
| 1  |                                                                                                                                                                                                                                                                                                                                                                              | <b>Reviewer Evaluation Scale:</b><br>5- Very Good<br>4- Good<br>3- Fair<br>2- Poor<br>1- Very Poor/No Alignment |   |
| 2  |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                 |   |
| 3  | FLDOE Comments from math specialist                                                                                                                                                                                                                                                                                                                                          |                                                                                                                 |   |
| 4  | Alignment is fine                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                 |   |
| 5  | Alignment is fine                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                 |   |
| 6  | Alignment is fine<br>Wondering: Lesson 4-5 has reference to Access points but 4-7 does not. Should both lessons reference AP? Additionally, these were not officially adopted until March so have these been updated to reflect any changes?                                                                                                                                 |                                                                                                                 |   |
| 7  |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                 |   |
| 8  | Alignment is fine; having to construct a scatter plot and then interpret it should be part of instruction as benchmarks are not taught in isolation.<br>What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level. |                                                                                                                 |   |
| 9  | What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.                                                                                                                                                         |                                                                                                                 |   |
| 10 | What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.                                                                                                                                                         |                                                                                                                 |   |
| 11 | Alignment is fine<br>What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.                                                                                                                                    |                                                                                                                 |   |
| 12 | Alignment is fine<br>What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.                                                                                                                                    |                                                                                                                 |   |
| 13 | Alignment is fine<br>What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.                                                                                                                                    |                                                                                                                 |   |
| 14 | Lesson should include more examples on having students identify the transformation and should include more examples where not on the coordinate plane.<br>Should there be AP referenced here like other lessons?                                                                                                                                                             |                                                                                                                 |   |
| 15 |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                 |   |

|    | A            | B | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | D                               |
|----|--------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| 16 | MA.8.GR.2.2  |   | Reviewer comment: "Content aligns nicely to the standard, but there are not enough examples for the struggling students to feel success with the concepts. Excellent exposure and examples for the students who need enrichment."<br><br>Lesson 8-5 was updated with revised instruction to help struggling students connect scale factor (learned in Grade 7) to dilation by looking at a non-geometric real world figures.<br><br>All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital forms. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALEKS, a research-based, online learning program that provides the individual support required for every student to achieve mastery. | <a href="#">link to 8-5 SE</a>  |
| 17 | MA.8.GR.2.3  |   | Reviewer comment: "Some of the problems in the practice for this benchmark are not aligned well or outside the limits/clarifications. There are not enough examples for the struggling students to feel success with the concepts. Nice exposure and examples for the students who need enrichment. Application problems in section 8.1 practice are not at all connected to the benchmark; Section 8-2 'Build Perseverance' problem is way outside the limits/clarifications for this benchmark."<br><br>Lesson 8-1 was updated with a revised Apply problem and corresponding practice exercises for stronger alignment to the benchmark.                                                                                                                                                                                                                                                                                                                                 | <a href="#">link to 8-1 SE</a>  |
| 18 |              |   | All Florida Reveal Math lessons have 12-20 practice exercises in the Student edition as well as 15-20 practice exercises available as Additional Practice in both print-based and digital formats. The digital practice assignments include algorithmic exercises that offer students unlimited practice with a given skill or concept. In addition, all Florida Reveal Math students have access to ALEKS, a research-based, online learning program that provides the individual support required for every student to achieve mastery.                                                                                                                                                                                                                                                                                                                                                                                                                                   | <a href="#">link to 8-1 TTE</a> |
| 19 | MA.8.GR.2.3  |   | Lesson 8-2 was updated with a revised Build Perseverance exercise for a stronger alignment to the benchmark and clarifications.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <a href="#">link to 8-2 SE</a>  |
| 20 |              |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <a href="#">link to 8-2 TTE</a> |
| 21 | MA.8.NSO.1.7 |   | Reviewer comment: "Did not see explicit reference to order of operations. Did not see many examples where students were asked to solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals."<br><br>Lesson 2-1 was updated with two revised examples: one that includes instruction for order of operations and a second that provides instruction on solving multi-step real-world problems involving the order of operations.                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <a href="#">link to 2-1 SE</a>  |
| 22 |              |   | Reviewer 1 comment: "No evidence of Critical Race Theory was noted within the instructional materials." Reviewer 2 comment: "Nothing noticed." Reviewer 3 comment: "No evidence of topic coverage."                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <a href="#">link to 2-1 TTE</a> |
| 23 |              |   | Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                 |
| 24 |              |   | We do not include Critical Race Theory in our instructional materials, and no reviewer found any evidence of CRT in our materials.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                 |

|    | E                                                                                                                                                                                                                                                                                                    | F | G |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 16 | Materials need to include examples of dilations not on the coordinate plane.<br>What is intent of "connecting benchmark"? In this case, since it refers to grade 7 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level. |   |   |
| 17 |                                                                                                                                                                                                                                                                                                      |   |   |
| 18 | Alignment is fine<br>What is intent of "connecting benchmark"? In this case, since it refers to grade 6 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.                                                            |   |   |
| 19 |                                                                                                                                                                                                                                                                                                      |   |   |
| 20 | Alignment is fine<br>What is intent of "connecting benchmark"? In this case, since it refers to grade 6 benchmark, it would seem as vertical alignment. In all of BEST resources, refers to horizontal alignment within same grade level.                                                            |   |   |
| 21 |                                                                                                                                                                                                                                                                                                      |   |   |
| 22 | The updated examples are aligned but would like to see more examples of real-world. Wondering if this is embedded within other lessons that involve rational numbers (exponents and radicals).                                                                                                       |   |   |
| 23 |                                                                                                                                                                                                                                                                                                      |   |   |
| 24 |                                                                                                                                                                                                                                                                                                      |   |   |

**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>  
**Sent:** Monday, May 09, 2022 2:29 PM EDT  
**To:** Harvey, Kim; Hamilton, Lauren  
**CC:** Bennett, Wayne; Patton, Sallie; Tullis, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter  
**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated  
**Attachment(s):** "image001.png", "image003.png"

Thanks, Kim! We will take a look and let you know next steps soon.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature



---

**From:** Harvey, Kim <Kim.Harvey@mheducation.com>  
**Sent:** Monday, May 9, 2022 1:50 PM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>  
**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>  
**Subject:** McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good Afternoon,

Thank you for the feedback on our appeal spreadsheets. Based on this feedback, we have updated the links in the attached documents for the following McGraw Hill programs:

| Bid ID | Course ID | Course                               | Title                                    |
|--------|-----------|--------------------------------------|------------------------------------------|
| 410    | 5012030   | Grade One Mathematics                | Florida Reveal Math, Grade 1             |
| 414    | 5012070   | Grade Five Mathematics               | Florida Reveal Math, Grade 5             |
| 419    | 1205070   | Grade Eight Mathematics: Pre-Algebra | Florida Reveal Math, Grade 8 Pre-Algebra |
| 416    | 5012065   | Grade 4 Accelerated Mathematics      | Florida Reveal Math, Grade 4 Accelerated |

Please let us know if there are any other items we need to provide regarding our appeal.

Regards,  
Kim



**Kim Harvey**  
Sr. Director, RFP, Bids and Contracts  
McGraw Hill | School  
8787 Orion Place, Columbus, OH 43240  
P: 614-430-4434 | C: 614-286-6626  
[kim.harvey@mheducation.com](mailto:kim.harvey@mheducation.com)  
mheducation.com

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**From:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Sent:** Friday, May 13, 2022 10:51 AM EDT

**To:** Baumbach; Amber

**CC:** Bennett, Wayne; Patton, Sallie; Tullis, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter

**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

**Attachment(s):** "image001.png", "image002.png"

Hi Amber,

Thank you for sending. We will talk to you shortly.

Regards,

Kim

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Sent:** Friday, May 13, 2022 10:27 AM

**To:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>

**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\*

Hi Kim,

Our content specialists have provided additional comments on the spreadsheet. I've set up a meeting for today at 11:00 am to discuss standards for grades 1 and 8. I'm also attaching the spreadsheets. Anything marked in green has been approved, anything marked in red needs additional discussion/edits.

McGraw Hill

Fri, May 13, 2022 11:00 AM - 11:30 AM (EDT)

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Meeting ID: 688 621 613

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Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Sent:** Wednesday, May 11, 2022 10:51 AM

**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>

**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good morning,

We are wondering what the next part of the appeal process is. Will there be further communication from the Bureau of Standards and Instructional Support?

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Sent:** Monday, May 9, 2022 2:30 PM

**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>

**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullios, Lisa <[lisa.tullios@mheducation.com](mailto:lisa.tullios@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>

**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

**\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\***

Thanks, Kim! We will take a look and let you know next steps soon.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>

**Sent:** Monday, May 9, 2022 1:50 PM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>

**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullios, Lisa <[lisa.tullios@mheducation.com](mailto:lisa.tullios@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>

**Subject:** McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good Afternoon,

Thank you for the feedback on our appeal spreadsheets. Based on this feedback, we have updated the links in the attached documents for the following McGraw Hill programs:

| Bid ID | Course ID | Course                               | Title                                    |
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| 419    | 1205070   | Grade Eight Mathematics: Pre-Algebra | Florida Reveal Math, Grade 8 Pre-Algebra |
| 416    | 5012065   | Grade 4 Accelerated Mathematics      | Florida Reveal Math, Grade 4 Accelerated |

Please let us know if there are any other items we need to provide regarding our appeal.

Regards,  
Kim



**Kim Harvey**

Sr. Director, RFP, Bids and Contracts  
McGraw Hill | School  
8787 Orion Place, Columbus, OH 43240  
P: 614-430-4434 | C: 614-286-6626  
[kim.harvey@mheducation.com](mailto:kim.harvey@mheducation.com)  
mheducation.com

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**From:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>  
**Sent:** Thursday, April 21, 2022 12:07 PM EDT  
**To:** Harvey, Kim; Seeds, Cathy; Baumbach, Amber; Rivers1, Angelia  
**CC:** Bennett, Wayne; Patton, Sallie; Tullis, Lisa  
**Subject:** RE: McGraw Hill Appeal Request for 21-22 Instructional Materials Mathematics List  
**Attachment(s):** "McGraw Hill-Appeals K-12 Mathematics.xlsx", "Bid 410-Grade 1.pdf", "Bid 419-Grade 8 Pre-Algebra.pdf", "image002.png", "image001.png"

Good afternoon,

Thank you so much for your inquiry. Attached is our initial findings from the review process of both standards alignment(full evaluations for materials attached) and any special topics findings. Only materials and standards that were rated at a 3-Fair or below, are of interest for the purpose of non-adoption. All findings are attached to this email and we welcome further conversation regarding these findings and ensuring all your materials are appropriate for Florida classrooms.

Also, please advise if you believe you have proprietary materials of a nature that would prevent the department from disclosing them as public records. If so, please identify the grounds for that claim.

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Harvey, Kim <Kim.Harvey@mheducation.com>  
**Sent:** Monday, April 18, 2022 4:32 PM  
**To:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>  
**Subject:** McGraw Hill Appeal Request for 21-22 Instructional Materials Mathematics List

Good Afternoon,

Please find attached McGraw Hill's written petition for an appeal hearing for the 21-22 Instructional Mathematics List.

Regards,  
Kim



**Kim Harvey**  
Sr. Director, RFP, Bids and Contracts  
McGraw Hill | School  
8787 Orion Place, Columbus, OH 43240  
P: 614-430-4434 | C: 614-286-6626  
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mheducation.com

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**Reviewer's Name:** Traci Bowling

**Title:** Florida Reveal Math, Grade 1

**Publisher:** McGraw Hill LLC

**Author:** Linda Gojak, M.Ed.; Annie Fetter, B.A.; Susie Katt, Ed.D.; Georgina Rivera, M.Ed.; John SanGiovanni, M.Ed.; Raj Shah, Ph.D.; Nicki Newton, Ed.D.; Cheryl Tobey M.Ed.; Ralph Connelly, Ph.D.; Ruth Harbin Miles, Ed.S.; Jeff Shih, Ph.D.; Dinah Zike, M.Ed.; Sharon Griffin, Ph.D.

**Copyright:** 2023

**Edition:** 1

**Grade Level:** K-5

**Course:** [Grade One Mathematics](#)

**Bid ID:** 410

Final Recommendation

|                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?                                                                                              | Yes                                                                                                                                                                                                                                                                          |
| How would you rate the overall usability of the instructional material?                                                                                                                                                            | 3 - Fair Alignment                                                                                                                                                                                                                                                           |
| Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool. | This series does align with BEST standards. It does not provide all standards with adequate practice to show student mastery or success. The lessons are short and would require classroom teachers to supplement. The digital platform is nice and can be navigated easily. |

| Standard                    | Description                                                                                                                                                                                                                                                    | Reviewer Rating         | Rating Justification                           |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------------------------------------------|
| <a href="#">MA.1.AR.1.1</a> | Apply properties of addition to find a sum of three or more whole numbers.                                                                                                                                                                                     | 3 - Fair Alignment      | Rigor is not there for the BEST standards      |
| <a href="#">MA.1.AR.1.2</a> | Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.                                                                                                                                              | 5 - Very Good Alignment | multiple opportunities for practice            |
| <a href="#">MA.1.AR.2.1</a> | Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.                                                                                                                                             | 4 - Good Alignment      | meets BEST standard                            |
| <a href="#">MA.1.AR.2.2</a> | Determine and explain if equations involving addition or subtraction are true or false.                                                                                                                                                                        | 4 - Good Alignment      | multiple opportunities for practice            |
| <a href="#">MA.1.AR.2.3</a> | Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.                                                                                                                     | 4 - Good Alignment      | meets BEST standard                            |
| <a href="#">MA.1.DP.1.1</a> | Collect data into categories and represent the results using tally marks or pictographs.                                                                                                                                                                       | 2 - Poor Alignment      | Not enough instruction - only 1 lesson on each |
| <a href="#">MA.1.DP.1.2</a> | Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories.                                                                                                    | 2 - Poor Alignment      | Not enough instruction - only 1 lesson on each |
| <a href="#">MA.1.FR.1.1</a> | Partition circles and rectangles into two and four equal-sized parts. Name the parts of the whole using appropriate language including halves or fourths.                                                                                                      | 5 - Very Good Alignment | multiple opportunities for practice            |
| <a href="#">MA.1.GR.1.1</a> | Identify, compare and sort two- and three-dimensional figures based on their defining attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders. | 5 - Very Good Alignment | multiple opportunities for practice            |
| <a href="#">MA.1.GR.1.2</a> | Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.                                                                                                                             | 3 - Fair Alignment      | not many opportunities for practice            |

|                              |                                                                                                                                                                                                                                              |                         |                                     |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------------------|
| <a href="#">MA.1.GR.1.3</a>  | Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.                                         | 4 - Good Alignment      | meets BEST standard                 |
| <a href="#">MA.1.GR.1.4</a>  | Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders. | 3 - Fair Alignment      | not many opportunities for practice |
| <a href="#">MA.1.M.1.1</a>   | Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.                                                                                                                     | 5 - Very Good Alignment | multiple opportunities for practice |
| <a href="#">MA.1.M.1.2</a>   | Compare and order the length of up to three objects using direct and indirect comparison.                                                                                                                                                    | 4 - Good Alignment      | meets BEST standard                 |
| <a href="#">MA.1.M.2.1</a>   | Using analog and digital clocks, tell and write time in hours and half-hours.                                                                                                                                                                | 3 - Fair Alignment      | not many opportunities for practice |
| <a href="#">MA.1.M.2.2</a>   | Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.                                                                                                      | 3 - Fair Alignment      | not many opportunities for practice |
| <a href="#">MA.1.M.2.3</a>   | Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to \$100. Use the ¢ and \$ symbols appropriately.                                          | 3 - Fair Alignment      | not many opportunities for practice |
| <a href="#">MA.1.NSO.1.1</a> | Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100.                                                                                                                         | 5 - Very Good Alignment | multiple opportunities for practice |
| <a href="#">MA.1.NSO.1.2</a> | Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.                                                                                         | 5 - Very Good Alignment | multiple opportunities for practice |
| <a href="#">MA.1.NSO.1.3</a> | Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or                                                                                                                                | 5 - Very Good Alignment | multiple opportunities for practice |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                         |                                     |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------------------|
|                                | decomposition with objects, drawings and expressions or equations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                         |                                     |
| <a href="#">MA.1.NSO.1.4</a>   | Plot, order and compare whole numbers up to 100.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 5 - Very Good Alignment | multiple opportunities for practice |
| <a href="#">MA.1.NSO.2.1</a>   | Recall addition facts with sums to 10 and related subtraction facts with automaticity.                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 5 - Very Good Alignment | multiple opportunities for practice |
| <a href="#">MA.1.NSO.2.2</a>   | Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.                                                                                                                                                                                                                                                                                                                                                                                                                                | 5 - Very Good Alignment | multiple opportunities for practice |
| <a href="#">MA.1.NSO.2.3</a>   | Identify the number that is one more, one less, ten more and ten less than a given two-digit number.                                                                                                                                                                                                                                                                                                                                                                                                                                       | 4 - Good Alignment      | meets BEST standard                 |
| <a href="#">MA.1.NSO.2.4</a>   | Explore the addition of a two-digit number and a one-digit number with sums to 100.                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 4 - Good Alignment      | meets BEST standard                 |
| <a href="#">MA.1.NSO.2.5</a>   | Explore subtraction of a one-digit number from a two-digit number.                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 4 - Good Alignment      | meets BEST standard                 |
| <a href="#">MA.K12.MTR.1.1</a> | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> | 4 - Good Alignment      | meets BEST standard                 |
| <a href="#">MA.K12.MTR.2.1</a> | Demonstrate understanding by representing problems in multiple ways.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 4 - Good Alignment      | meets BEST standard                 |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |                     |
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|                                | <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> |                    |                     |
| <a href="#">MA.K12.MTR.3.1</a> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>                       | 4 - Good Alignment | meets BEST standard |
| <a href="#">MA.K12.MTR.4.1</a> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p>                                                                                                                                                                                                                                                                                                                                                                                   | 4 - Good Alignment | meets BEST standard |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                    |                     |
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|                                | <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>                                                                                                                                                                                                           |                    |                     |
| <a href="#">MA.K12.MTR.5.1</a> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> | 4 - Good Alignment | meets BEST standard |
| <a href="#">MA.K12.MTR.6.1</a> | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                 | 4 - Good Alignment | meets BEST standard |

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|                                  | <ul style="list-style-type: none"> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>                                                                                                                                                                                                                                                |                    |                     |
| <a href="#">MA.K12.MTR.7.1</a>   | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> | 4 - Good Alignment | meets BEST standard |
| <a href="#">ELA.K12.EE.1.1</a>   | Cite evidence to explain and justify reasoning.                                                                                                                                                                                                                                                                                                                                                                                                                           | 4 - Good Alignment | meets BEST standard |
| <a href="#">ELA.K12.EE.2.1</a>   | Read and comprehend grade-level complex texts proficiently.                                                                                                                                                                                                                                                                                                                                                                                                               | 4 - Good Alignment | meets BEST standard |
| <a href="#">ELA.K12.EE.3.1</a>   | Make inferences to support comprehension.                                                                                                                                                                                                                                                                                                                                                                                                                                 | 4 - Good Alignment | meets BEST standard |
| <a href="#">ELA.K12.EE.4.1</a>   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.                                                                                                                                                                                                                                                                                                                                             | 4 - Good Alignment | meets BEST standard |
| <a href="#">ELA.K12.EE.5.1</a>   | Use the accepted rules governing a specific format to create quality work.                                                                                                                                                                                                                                                                                                                                                                                                | 4 - Good Alignment | meets BEST standard |
| <a href="#">ELA.K12.EE.6.1</a>   | Use appropriate voice and tone when speaking or writing.                                                                                                                                                                                                                                                                                                                                                                                                                  | 4 - Good Alignment | meets BEST standard |
| <a href="#">ELD.K12.ELL.MA.1</a> | English language learners communicate information, ideas and concepts necessary                                                                                                                                                                                                                                                                                                                                                                                           | 4 - Good Alignment | meets BEST standard |



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|                                  | for academic success in the content area of Mathematics.                                               |                    |                     |
| <a href="#">ELD.K12.ELL.SI.1</a> | English language learners communicate for social and instructional purposes within the school setting. | 4 - Good Alignment | meets BEST standard |

| Content                                                                                                                                       | Reviewer Rating    | Rating Justification                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------------------------------------------------------------|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 4 - Good Alignment | aligns with standards                                                          |
| 2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.             | 3 - Fair Alignment | aligns to content but some standards are not at skill level needed for mastery |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.                                            | 4 - Good Alignment | aligns with standards                                                          |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.          | 4 - Good Alignment | aligns with standards                                                          |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.                             | 3 - Fair Alignment | some standards do not have complex or rigorous level                           |
| 6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.     | 3 - Fair Alignment | some standards do not match all student abilities                              |
| 7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.      | 3 - Fair Alignment | a few standards are not given adequate time or content                         |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject. | 3 - Fair Alignment | this content has never been used before                                        |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.         | 3 - Fair Alignment | this content has never been used before                                        |

|                                                                                                                                                                                                                                                                              |                         |                                                                  |
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| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).                                                                                                                                              | 5 - Very Good Alignment | no errors found                                                  |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).                                                                                                     | 5 - Very Good Alignment | no contradictions or bias found                                  |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).                                                                      | 5 - Very Good Alignment | content is representative of mathematic theory                   |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).                                                                                                                                     | 5 - Very Good Alignment | content is free of mistakes                                      |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.                                                                                                                                                               | 4 - Good Alignment      | content seems up to date with standards of practice              |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.                                                                                                                                    | 4 - Good Alignment      | content is appropriate                                           |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.                                                                                                                                                       | 4 - Good Alignment      | content is appropriate but some standards are not in depth       |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.                                                                                                                                                        | 4 - Good Alignment      | real life connections made                                       |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.                                                                                                                           | 4 - Good Alignment      | content would be meaningful to students                          |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).                     | 4 - Good Alignment      | variety of diversity represented in portrayal of race and gender |
| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare). | 5 - Very Good Alignment | materials portrayed with compassion                              |

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| 21. In general, is the content of the benchmarks and standards for this course covered in the material? | 4 - Good Alignment | the benchmarks are covered but there are some that are not covered in depth. |
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| Presentation                                                                                                                                                                                                                                                        | Reviewer Rating    | Rating Justification                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------------------------------------------------------------------------|
| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.                              | 3 - Fair Alignment | some standards will require teacher to prep other material                          |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.                                                                                                                                             | 4 - Good Alignment | components align with curriculum                                                    |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.                                                                                                                           | 4 - Good Alignment | organization flows                                                                  |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.                                                           | 4 - Good Alignment | visuals would engage students                                                       |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.                                                                             | 3 - Fair Alignment | some standards are not provided with enough content to ensure student understanding |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire). | 3 - Fair Alignment | some standards are not provided with enough content to ensure student understanding |
| 7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).                                                                                           | 4 - Good Alignment | presentation has good visuals                                                       |

| Learning | Reviewer Rating | Rating Justification |
|----------|-----------------|----------------------|
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| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.                                                                                    | 4 - Good Alignment      | materials look as if they would maintain motivation                              |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.                                                                     | 4 - Good Alignment      | several standards are focused on                                                 |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.                                                                                            | 5 - Very Good Alignment | outcomes are listed for all lessons                                              |
| 4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.                             | 3 - Fair Alignment      | some standards/content does not have enough resources to be independent thinking |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.                                                               | 4 - Good Alignment      | various activities planned                                                       |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.                                                     | 4 - Good Alignment      | various activities engage students                                               |
| 7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.                            | 3 - Fair Alignment      | some standards do not have enough activities                                     |
| 8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. | 4 - Good Alignment      | materials have strategies for targeted outcomes                                  |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.                                       | 4 - Good Alignment      | instructional strategies are effective                                           |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.                                                                     | 3 - Fair Alignment      | strategies correlate with assessments                                            |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.  | 4 - Good Alignment      | assessments align with standards                                                 |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.                                          | 4 - Good Alignment      | several strategies and materials shoen                                           |

|                                                                                                                                                                        |                    |                                           |
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| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable? | 4 - Good Alignment | mathematical thinking standards addressed |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)              | 4 - Good Alignment | assessments and strategies are evident    |

| Special Topics                                                                                                                                                                     | Reviewer Rating         | Rating Justification           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|--------------------------------|
| Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?                                                            | 5 - Very Good Alignment | yes they align                 |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?                                                        | 5 - Very Good Alignment | No CRT materials               |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?                                                                        | 5 - Very Good Alignment | no social justice materials    |
| Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 5 - Very Good Alignment | No SEL outside of subject area |

**Reviewer's Name:** Emily Hancock

**Title:** Florida Reveal Math, Grade 1

**Publisher:** McGraw Hill LLC

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**Copyright:** 2023

**Edition:** 1

**Grade Level:** K-5

**Course:** [Grade One Mathematics](#)

**Bid ID:** 410

Final Recommendation

|                                                                                                                                                                                                                                    |                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?                                                                                              | Yes                                                                  |
| How would you rate the overall usability of the instructional material?                                                                                                                                                            | 4 - Good Alignment                                                   |
| Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool. | The curriculum is generally well aligned to the B.E.S.T. benchmarks. |

| Standard                    | Description                                                                                                                                                 | Reviewer Rating         | Rating Justification                                                                                                                       |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">MA.1.AR.1.1</a> | Apply properties of addition to find a sum of three or more whole numbers.                                                                                  | 4 - Good Alignment      | Provides suitable instruction to build understanding and allow student practice. Would like to have seen some problems begin with the sum. |
| <a href="#">MA.1.AR.1.2</a> | Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.                                           | 4 - Good Alignment      | Suitable instruction and practice. There are times where the DOK does not align to student practice.                                       |
| <a href="#">MA.1.AR.2.1</a> | Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.                                          | 3 - Fair Alignment      | The concept is taught mostly through fact family practice with little student practice for missing addends.                                |
| <a href="#">MA.1.AR.2.2</a> | Determine and explain if equations involving addition or subtraction are true or false.                                                                     | 5 - Very Good Alignment | Builds good conceptual understanding with adequate student practice.                                                                       |
| <a href="#">MA.1.AR.2.3</a> | Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.                  | 4 - Good Alignment      | Meets the intent of the standard - would like to see more varied practice.                                                                 |
| <a href="#">MA.1.DP.1.1</a> | Collect data into categories and represent the results using tally marks or pictographs.                                                                    | 5 - Very Good Alignment | Meets intent of standard with good opportunities for student exploration.                                                                  |
| <a href="#">MA.1.DP.1.2</a> | Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories. | 5 - Very Good Alignment | Includes error analysis.                                                                                                                   |
| <a href="#">MA.1.FR.1.1</a> | Partition circles and rectangles into two and four equal-sized parts. Name the parts of the                                                                 | 5 - Very Good Alignment | Explicit instruction for each concept with                                                                                                 |

|                             |                                                                                                                                                                                                                                                                |                    |                                                                        |
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|                             | whole using appropriate language including halves or fourths.                                                                                                                                                                                                  |                    | overall practice at the end of the unit.                               |
| <a href="#">MA.1.GR.1.1</a> | Identify, compare and sort two- and three-dimensional figures based on their defining attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders. | 4 - Good Alignment | Explicit instruction.                                                  |
| <a href="#">MA.1.GR.1.2</a> | Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.                                                                                                                             | 4 - Good Alignment | Not a lot of student practice in student edition.                      |
| <a href="#">MA.1.GR.1.3</a> | Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.                                                           | 4 - Good Alignment | Good, explicit instruction of vocabulary.                              |
| <a href="#">MA.1.GR.1.4</a> | Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.                   | 4 - Good Alignment | Adequate coverage of the benchmark.                                    |
| <a href="#">MA.1.M.1.1</a>  | Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.                                                                                                                                       | 4 - Good Alignment | Would like to see error analysis with a measurement not starting on 0. |
| <a href="#">MA.1.M.1.2</a>  | Compare and order the length of up to three objects using direct and indirect comparison.                                                                                                                                                                      | 4 - Good Alignment | Good coverage of benchmark - could use more open ended responses.      |
| <a href="#">MA.1.M.2.1</a>  | Using analog and digital clocks, tell and write time in hours and half-hours.                                                                                                                                                                                  | 3 - Fair Alignment | Missing the connection to semi circle.                                 |
| <a href="#">MA.1.M.2.2</a>  | Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.                                                                                                                        | 2 - Poor Alignment | Cursory coverage of the benchmark.                                     |
| <a href="#">MA.1.M.2.3</a>  | Find the value of combinations of pennies, nickels and dimes up to one dollar, and the                                                                                                                                                                         | 3 - Fair Alignment | Basic coverage of the benchmark - does not                             |



|                                |                                                                                                                                                                                                         |                    |                                                                                           |
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|                                | value of combinations of one, five and ten dollar bills up to \$100. Use the ¢ and \$ symbols appropriately.                                                                                            |                    | include explicit connection to place value or skip counting..                             |
| <a href="#">MA.1.NSO.1.1</a>   | Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100.                                                                                    | 4 - Good Alignment | Coverage is adequate - however there is an incorrect answer on page 43 for counting back. |
| <a href="#">MA.1.NSO.1.2</a>   | Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.                                                    | 4 - Good Alignment | Although some links included here do not align.                                           |
| <a href="#">MA.1.NSO.1.3</a>   | Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.                        | 4 - Good Alignment | Would like to see more opportunities for decomposing numbers.                             |
| <a href="#">MA.1.NSO.1.4</a>   | Plot, order and compare whole numbers up to 100.                                                                                                                                                        | 4 - Good Alignment | Adequate coverage of the benchmark.                                                       |
| <a href="#">MA.1.NSO.2.1</a>   | Recall addition facts with sums to 10 and related subtraction facts with automaticity.                                                                                                                  | 3 - Fair Alignment | Reviews all available strategies.                                                         |
| <a href="#">MA.1.NSO.2.2</a>   | Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.                                                                                             | 3 - Fair Alignment | Reviews all available strategies.                                                         |
| <a href="#">MA.1.NSO.2.3</a>   | Identify the number that is one more, one less, ten more and ten less than a given two-digit number.                                                                                                    | 4 - Good Alignment | Adequately covers the benchmark.                                                          |
| <a href="#">MA.1.NSO.2.4</a>   | Explore the addition of a two-digit number and a one-digit number with sums to 100.                                                                                                                     | 4 - Good Alignment | Adequately covers the benchmark.                                                          |
| <a href="#">MA.1.NSO.2.5</a>   | Explore subtraction of a one-digit number from a two-digit number.                                                                                                                                      | 4 - Good Alignment | Adequately covers the benchmark.                                                          |
| <a href="#">MA.K12.MTR.1.1</a> | Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> </ul> | 3 - Fair Alignment | Incorporates pieces of this MTR, but not fully encompassed often.                         |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                    |                                                                                                                                   |
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|                                | <ul style="list-style-type: none"> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>                                                                                                                                                                                                                                                                                           |                    |                                                                                                                                   |
| <a href="#">MA.K12.MTR.2.1</a> | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> | 4 - Good Alignment | Each unit begins with activity based exploration as well as multiple hands on/visual learning that occurs throughout the edition. |
| <a href="#">MA.K12.MTR.3.1</a> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> </ul>                                                                                                                                                                                                                                                                                                     | 2 - Poor Alignment | Strategies are taught in isolation and do not provide students opportunities to choose the strategy.                              |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                    |                                                                                                                                     |
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|                                | <ul style="list-style-type: none"> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                               |                    |                                                                                                                                     |
| <a href="#">MA.K12.MTR.4.1</a> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> | 3 - Fair Alignment | Opportunities for analyzing errors and justifying reasoning.                                                                        |
| <a href="#">MA.K12.MTR.5.1</a> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> </ul>                                                                                                                                      | 3 - Fair Alignment | Evidence of student work with patterns, but missing opportunities to allow students to find relevant details or make logical plans. |

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|                                | <ul style="list-style-type: none"> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>                                                                                                                                                                                                                                                                                              |                    |                                                                                       |
| <a href="#">MA.K12.MTR.6.1</a> | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> | 2 - Poor Alignment | Limited opportunities for assessing reasonableness, estimating, or using a benchmark. |
| <a href="#">MA.K12.MTR.7.1</a> | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>   | 4 - Good Alignment | Good use of real world situations.                                                    |
| <a href="#">ELA.K12.EE.1.1</a> | Cite evidence to explain and justify reasoning.                                                                                                                                                                                                                                                                                                                                                                                                                             | 4 - Good Alignment | Multiple opportunities to justify/explain reasoning.                                  |
| <a href="#">ELA.K12.EE.2.1</a> | Read and comprehend grade-level complex texts proficiently.                                                                                                                                                                                                                                                                                                                                                                                                                 | 4 - Good Alignment | Word problems supported by graphics.                                                  |

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| <a href="#">ELA.K12.EE.3.1</a>   | Make inferences to support comprehension.                                                                                                | 4 - Good Alignment      | Questions are modeled and students are encouraged to ask their own questions. |
| <a href="#">ELA.K12.EE.4.1</a>   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.            | 5 - Very Good Alignment | Question prompts posted frequently to encourage reflection/discussion.        |
| <a href="#">ELA.K12.EE.5.1</a>   | Use the accepted rules governing a specific format to create quality work.                                                               | 4 - Good Alignment      | I can statements set the expectations and instruction models criteria.        |
| <a href="#">ELA.K12.EE.6.1</a>   | Use appropriate voice and tone when speaking or writing.                                                                                 | 3 - Fair Alignment      | Difficult to distinguish in a math curriculum.                                |
| <a href="#">ELD.K12.ELL.MA.1</a> | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. | 4 - Good Alignment      | Math terms are explicitly taught and teacher's edition includes ELL supports. |
| <a href="#">ELD.K12.ELL.SI.1</a> | English language learners communicate for social and instructional purposes within the school setting.                                   | 4 - Good Alignment      | Multiple opportunities throughout the lessons to communicate with peers.      |

| Content                                                                                                                                       | Reviewer Rating    | Rating Justification                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------------------------------------------------------------------------------------|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 3 - Fair Alignment | There is questionable horizontal alignment - some concepts appear to be taught in isolation.         |
| 2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.             | 4 - Good Alignment | More opportunities for open responses-higher order thinking skills would have increased this rating. |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.                                            | 4 - Good Alignment | There is an ease of use for teacher implementation/                                                  |

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| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.                                                                    | 4 - Good Alignment      | The unit that incorporates money needs additional instruction/supports/student practice.             |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.                                                                                       | 3 - Fair Alignment      | More opportunities for open responses-higher order thinking skills would have increased this rating. |
| 6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.                                                               | 4 - Good Alignment      | Complexity is scaffolded and differentiated for students.                                            |
| 7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.                                                                | 4 - Good Alignment      | The money unit needs additional time as well as attempts to build procedural fluency.                |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.                                                           | 4 - Good Alignment      | Authors hold appropriate credentials and expertise.                                                  |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.                                                                   | 4 - Good Alignment      | Authors hold appropriate credentials and expertise.                                                  |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).                                                                         | 4 - Good Alignment      | No visual or typographical errors detected (except for incorrect answer previously cited)            |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).                                | 4 - Good Alignment      | No bias or contradictions detected                                                                   |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 5 - Very Good Alignment | Instructional strategies align to instructional best practices.                                      |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).                                                                | 4 - Good Alignment      | No mistakes detected.                                                                                |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.                                                                                          | 4 - Good Alignment      | Instructional strategies align to instructional best practices.                                      |

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| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.                                                                                                                                    | 4 - Good Alignment | Real world examples are included.                                 |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.                                                                                                                                                       | 4 - Good Alignment | Content is appropriate to the age level                           |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.                                                                                                                                                        | 4 - Good Alignment | Each lesson includes real life contexts.                          |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.                                                                                                                           | 3 - Fair Alignment | The content would benefit from more interdisciplinary connections |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).                     | 4 - Good Alignment | Representations appear to be inclusive.                           |
| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare). | 4 - Good Alignment | Good representation of people                                     |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material?                                                                                                                                                                      | 4 - Good Alignment | Good coverage                                                     |

| Presentation                                                                                                                                                                                                                           | Reviewer Rating    | Rating Justification                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------------------------------------------------------------|
| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 4 - Good Alignment | Differentiation and routines are clearly outlined.                             |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.                                                                                                                | 4 - Good Alignment | There is an alignment in the tools                                             |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.                                                                                              | 4 - Good Alignment | Consistent presentation of content - each unit has items in an expected place. |

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| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.                                                           | 4 - Good Alignment | Text is supported by visuals                                       |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.                                                                             | 4 - Good Alignment | The unit on money could use additional practice - extended pacing. |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire). | 4 - Good Alignment | Online resources assist this curriculum in meeting UDL.            |
| 7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).                                                                                           | 4 - Good Alignment | The curriculum appears to be well organized and easy to use.       |

| Learning                                                                                                                                                       | Reviewer Rating    | Rating Justification                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|----------------------------------------------------------------------------------------------------|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.                                                        | 4 - Good Alignment | Visual presentation and teacher directions on guidance engage learners in a variety of strategies. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.                                         | 4 - Good Alignment | Topics consistent with Florida Big Ideas.                                                          |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.                                                                | 4 - Good Alignment | Teacher materials show the learning progression of the benchmark.                                  |
| 4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers. | 3 - Fair Alignment | Materials could use more independent student practice materials                                    |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.                                   | 4 - Good Alignment | Differentiation/Common Misconceptions/Differentiation provided.                                    |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.                         | 4 - Good Alignment | Hands on and higher order thinking skills embedded.                                                |



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| 7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.                            | 4 - Good Alignment      | Preteaching and extension are consistent with the presented materials. |
| 8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. | 4 - Good Alignment      | Effective strategies are evident.                                      |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.                                       | 4 - Good Alignment      | Best practices are evident.                                            |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.                                                                     | 4 - Good Alignment      | Exit tickets/performance tasks included                                |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.  | 4 - Good Alignment      | Rubrics show student mastery and common misunderstandings              |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.                                          | 3 - Fair Alignment      | UDL is best represented in the online resource.                        |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?                     | 5 - Very Good Alignment | EE and MTRs are embedded into every lesson.                            |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)                                  | 4 - Good Alignment      | In general the learning requirements are met or exceeded.              |

| Special Topics                                                                                                              | Reviewer Rating         | Rating Justification |
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| Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?     | 5 - Very Good Alignment | No evidence of CRT   |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training? | 5 - Very Good Alignment | No evidence of CRT   |

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| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?                                                                        | 5 - Very Good Alignment | No evidence of CRT                                        |
| Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 3 - Fair Alignment      | Pieces of the teaching edition include components of SEL. |

**Reviewer's Name:** Cynthia Higgins

**Title:** Florida Reveal Math, Grade 8 Pre-Algebra

**Publisher:** McGraw Hill LLC

**Author:** Cathy L. Seeley , Ed.D; Raj Shah, Ph.D.; Cheryl R. Tobey, M.Ed.; Dinah Zike, M.Ed.; Walter Secada, Ph.D.

**Copyright:** 2023

**Edition:** 1

**Grade Level:** 6-8

**Course:** [Grade Eight Mathematics: Pre-Algebra](#)

**Bid ID:** 419

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

No

How would you rate the overall usability of the instructional material?

3 - Fair Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

Overall the materials satisfy many of the components required for instructional materials adoption for the State of Florida. What is missing, however, is a glaring lack of examples for the struggling students to feel success with the concepts throughout the materials. There exists nice exposure and examples for the students who need enrichment. The Grade 8 Math course is intense and requires a lot of prior knowledge to be mastered for successful completion and to enable the learner to be completely ready for Algebra 1. With that in mind,

a strong or experienced teacher will be able to supplement the materials with tried and true strategies from their existing teacher toolbox. If a district adopted these materials for Grade 8 Math and an inexperienced or weak teacher was to only use these materials, the struggling students would not have the same opportunity to succeed as the student who needs enrichment or acceleration.

| Standard                    | Description                                                                                                                | Reviewer Rating         | Rating Justification                                                                                                                                                                                                                                                                                     |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">MA.8.AR.1.1</a> | Apply the Laws of Exponents to generate equivalent algebraic expressions, limited to integer exponents and monomial bases. | 5 - Very Good Alignment | Good layout of how current lesson connects to pre-requisite lessons and future lesson(s). Examples are linked to previous, current, and next lesson. Ample opportunity for practice at each DOK level and especially nice practice problems for the apply level of understanding and comprehension.      |
| <a href="#">MA.8.AR.1.2</a> | Apply properties of operations to multiply two linear expressions with rational coefficients.                              | 4 - Good Alignment      | Nice examples and NON-examples, "Why is ___ not the correct answer?" Not sure that the practice problems will be effective for the students who struggle with fractions and decimals still. Would like to see more whole numbers in this lesson before bombarding the students with fractions, decimals, |

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|                             |                                                                                                                                                     |                         | and irrational numbers like pi.                                                                                                                                                                                                                                                                                                          |
| <a href="#">MA.8.AR.1.3</a> | Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions. | 4 - Good Alignment      | Nice examples and NON-examples, "Why is ___ not the correct answer?" Not sure that the practice problems will be effective for the students who struggle with fractions and decimals still. Would like to see more whole numbers in this lesson before bombarding the students with fractions, decimals, and irrational numbers like pi. |
| <a href="#">MA.8.AR.2.1</a> | Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.               | 4 - Good Alignment      | Content aligns nicely to the standard, but there are not enough examples for the struggling students to feel success with the concept of solving variables on both sides. Excellent exposure and examples for the students who need enrichment.                                                                                          |
| <a href="#">MA.8.AR.2.2</a> | Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.                                           | 4 - Good Alignment      | Meets standard, but does not provide enough differentiation and scaffolding supports.                                                                                                                                                                                                                                                    |
| <a href="#">MA.8.AR.2.3</a> | Given an equation in the form of $x^2=p$ and $x^3=q$ , where p is a whole number and q is an integer, determine the real solutions.                 | 5 - Very Good Alignment | Relevant real-world examples of the content. Rigor is scaffolded nicely.                                                                                                                                                                                                                                                                 |

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| <a href="#">MA.8.AR.3.1</a> | Determine if a linear relationship is also a proportional relationship.                                                                                                                              | 5 - Very Good Alignment | Relevant real-world examples of the content. Rigor is scaffolded nicely.                                                                                                                                      |
| <a href="#">MA.8.AR.3.2</a> | Given a table, graph or written description of a linear relationship, determine the slope.                                                                                                           | 4 - Good Alignment      | Meets standard, but does not provide enough differentiation and scaffolding supports.                                                                                                                         |
| <a href="#">MA.8.AR.3.3</a> | Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.                                                                                     | 3 - Fair Alignment      | There are fewer examples and less differentiation ideas shared in this topic. Feels like it is missing more scaffolding and better examples are needed.                                                       |
| <a href="#">MA.8.AR.3.4</a> | Given a mathematical or real-world context, graph a two-variable linear equation from a written description, a table or an equation in slope-intercept form.                                         | 3 - Fair Alignment      | Practice materials do not allow entry point for students who struggle with fractions and decimals.                                                                                                            |
| <a href="#">MA.8.AR.3.5</a> | Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form. | 4 - Good Alignment      | Content aligns nicely to the standard, but there are not enough examples for the struggling students to feel success with the concepts. Excellent exposure and examples for the students who need enrichment. |
| <a href="#">MA.8.AR.4.1</a> | Given a system of two linear equations and a specified set of possible solutions, determine which ordered pairs satisfy the system of linear equations.                                              | 4 - Good Alignment      | More practice problems should be included.                                                                                                                                                                    |
| <a href="#">MA.8.AR.4.2</a> | Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is                                                                              | 2 - Poor Alignment      | Student success for your coverage of this standard depends entirely on whether or                                                                                                                             |

|                             |                                                                                                                              |                         |                                                                                                                                                            |
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|                             | one solution, no solution or infinitely many solutions.                                                                      |                         | not the student can graph lines accurately.                                                                                                                |
| <a href="#">MA.8.AR.4.3</a> | Given a mathematical or real-world context, solve systems of two linear equations by graphing.                               | 5 - Very Good Alignment | Strong scaffolding and nice real-world examples. There is an entry point for all learners and opportunity to build the skills from one lesson to the next. |
| <a href="#">MA.8.DP.1.1</a> | Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context. | 4 - Good Alignment      | Nice alignment, but the number of practice problems is not sufficient.                                                                                     |
| <a href="#">MA.8.DP.1.2</a> | Given a scatter plot within a real-world context, describe patterns of association.                                          | 3 - Fair Alignment      | Feels like this standard should have more opportunity to practice, separate from 8.DP.1.1.                                                                 |
| <a href="#">MA.8.DP.1.3</a> | Given a scatter plot with a linear association, informally fit a straight line.                                              | 5 - Very Good Alignment | Meets the benchmark quite well, and does not push the student into writing the equation of the of best fit.                                                |
| <a href="#">MA.8.DP.2.1</a> | Determine the sample space for a repeated experiment.                                                                        | 5 - Very Good Alignment | Nice examples of common types of sample spaces and good amount of easy to more challenging questions.                                                      |
| <a href="#">MA.8.DP.2.2</a> | Find the theoretical probability of an event related to a repeated experiment.                                               | 5 - Very Good Alignment | Nice coverage of the benchmark. Especially like the variety of requiring of fractions, decimals, and percents to express the probabilities.                |

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| <a href="#">MA.8.DP.2.3</a> | <p>Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.</p>                                     | <p>1 - Very Poor/No Alignment</p> | <p>Use of the language “relative frequency” is incorrect throughout the lessons aligned to this benchmark. Relative frequency is not part of this benchmark.</p>                                                        |
| <a href="#">MA.8.F.1.1</a>  | <p>Given a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation.</p>                             | <p>4 - Good Alignment</p>         | <p>Nice alignment, but the number of practice problems is not sufficient. More easy problems and scaffolding needed so struggling students can have more success before encountering the more challenging problems.</p> |
| <a href="#">MA.8.F.1.2</a>  | <p>Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function.</p>   | <p>3 - Fair Alignment</p>         | <p>Inadequate practice problems are provided. This concept needs lots of practice and reinforcement with more student-friendly real-world problems.</p>                                                                 |
| <a href="#">MA.8.F.1.3</a>  | <p>Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant.</p> | <p>3 - Fair Alignment</p>         | <p>Inadequate practice problems are provided. More scaffolding is needed. This concept needs lots of practice and reinforcement with more student-friendly real-world problems.</p>                                     |
| <a href="#">MA.8.GR.1.1</a> | <p>Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles.</p>                                                                  | <p>4 - Good Alignment</p>         | <p>Nice alignment, but the number of practice problems is not sufficient. More easy problems and scaffolding are needed so struggling students</p>                                                                      |



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|                             |                                                                                                                                                                                                                               |                         | can have more success before encountering the more challenging problems.                                                                                                                                             |
| <a href="#">MA.8.GR.1.2</a> | Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane.                                                                                  | 4 - Good Alignment      | Nice alignment, but the number of practice problems is not sufficient. More easy problems and scaffolding are needed so struggling students can have more success before encountering the more challenging problems. |
| <a href="#">MA.8.GR.1.3</a> | Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides. | 5 - Very Good Alignment | Content aligns nicely to the standard, but there are not enough examples for the struggling students to feel success with the concepts. Excellent exposure and examples for the students who need enrichment.        |
| <a href="#">MA.8.GR.1.4</a> | Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.                                                                                                    | 4 - Good Alignment      | Nice alignment, but the number of practice problems is not sufficient. More easy problems and scaffolding are needed so struggling students can have more success before encountering the more challenging problems. |
| <a href="#">MA.8.GR.1.5</a> | Solve problems involving the relationships of interior and exterior angles of a triangle.                                                                                                                                     | 5 - Very Good Alignment | Content aligns nicely to the standard, but there are not enough examples for the struggling students to feel success with the                                                                                        |

|                             |                                                                                                                                 |                         |                                                                                                                                                                                                               |
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|                             |                                                                                                                                 |                         | concepts. Excellent exposure and examples for the students who need enrichment.                                                                                                                               |
| <a href="#">MA.8.GR.1.6</a> | Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles.            | 5 - Very Good Alignment | Content aligns nicely to the benchmark. Good coverage of this sometimes challenging benchmark. Excellent exposure and examples for the students who need enrichment.                                          |
| <a href="#">MA.8.GR.2.1</a> | Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship.   | 3 - Fair Alignment      | Inadequate practice problems are provided. More scaffolding is needed. This concept needs lots of practice and reinforcement with more student-friendly real-world problems.                                  |
| <a href="#">MA.8.GR.2.2</a> | Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship.           | 3 - Fair Alignment      | Content aligns nicely to the standard, but there are not enough examples for the struggling students to feel success with the concepts. Excellent exposure and examples for the students who need enrichment. |
| <a href="#">MA.8.GR.2.3</a> | Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane. | 2 - Poor Alignment      | Some of the problems in the practice for this benchmark are not aligned well or outside the limits/clarifications. There are not enough examples for the struggling students to                               |

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|                              |                                                                                                                                                                                                                    |                         | <p>feel success with the concepts. Nice exposure and examples for the students who need enrichment.</p> <p>Application problems in section 8.1 practice are not at all connected to the benchmark; Section 8-2 “Build Perseverance” problem is way outside the limits/clarifications for this benchmark.</p> |
| <a href="#">MA.8.GR.2.4</a>  | Solve mathematical and real-world problems involving proportional relationships between similar triangles.                                                                                                         | 5 - Very Good Alignment | Strong scaffolding and nice real-world examples. There is an entry point for all learners and opportunity to build the skills from one lesson to the next.                                                                                                                                                   |
| <a href="#">MA.8.NSO.1.1</a> | Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line. | 5 - Very Good Alignment | Strong scaffolding and nice real-world examples. There is an entry point for all learners and opportunity to build the skills from one lesson to the next.                                                                                                                                                   |
| <a href="#">MA.8.NSO.1.2</a> | Plot, order and compare rational and irrational numbers, represented in various forms.                                                                                                                             | 5 - Very Good Alignment | Nice coverage for a non-challenging benchmark (if foundational knowledge is evident).                                                                                                                                                                                                                        |
| <a href="#">MA.8.NSO.1.3</a> | Extend previous understanding of the Laws of Exponents to include integer exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to       | 5 - Very Good Alignment | Good layout of how current lesson connects to pre-requisite lessons and future lesson(s). Examples are linked to                                                                                                                                                                                             |

|                              |                                                                                                                                                                                                |                         |                                                                                                                                                                                                                                                                                                     |
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|                              | integer exponents and rational number bases, with procedural fluency.                                                                                                                          |                         | previous, current, and next lesson. Ample opportunity for practice at each DOK level and especially nice practice problems for the apply level of understanding and comprehension.                                                                                                                  |
| <a href="#">MA.8.NSO.1.4</a> | Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many times larger or smaller one number is compared to a second number. | 5 - Very Good Alignment | Good layout of how current lesson connects to pre-requisite lessons and future lesson(s). Examples are linked to previous, current, and next lesson. Ample opportunity for practice at each DOK level and especially nice practice problems for the apply level of understanding and comprehension. |
| <a href="#">MA.8.NSO.1.5</a> | Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.                                                                                           | 4 - Good Alignment      | There are not enough examples for the struggling students to feel success with the concepts. Nice exposure and examples for the students who need enrichment.                                                                                                                                       |
| <a href="#">MA.8.NSO.1.6</a> | Solve real-world problems involving operations with numbers expressed in scientific notation.                                                                                                  | 4 - Good Alignment      | Nice alignment, but the number of practice problems is not sufficient. More easy problems and scaffolding are needed so struggling students can have more success before encountering the more challenging problems.                                                                                |

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| <p><a href="#">MA.8.NSO.1.7</a></p>   | <p>Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals.</p>                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>3 - Fair Alignment</p>      | <p>There are not enough examples for the struggling students to feel success with the concepts. Nice exposure and examples for the students who need enrichment.</p>                                                                                                                                                                                                                                      |
| <p><a href="#">MA.K12.MTR.1.1</a></p> | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>                                           | <p>5 - Very Good Alignment</p> | <p>The MTR benchmarks are covered nicely throughout the materials. Ignite! activities are engaging and student-friendly for the most part.</p>                                                                                                                                                                                                                                                            |
| <p><a href="#">MA.K12.MTR.2.1</a></p> | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> </ul> | <p>5 - Very Good Alignment</p> | <p>The MTR benchmarks are covered well throughout the materials. Talk About It! And Think About It! activities are engaging and student-friendly and allow the student self-expression of the ideas. Most of the Apply examples are really nice, however, some Apply problems will be out of reach for the struggling students; hence the Think About It and Talk About It hit this benchmark better.</p> |

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|                                | <ul style="list-style-type: none"> <li>Choose a representation based on the given context or purpose.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                         |                                                                                                                                                                                                                                                                                         |
| <a href="#">MA.K12.MTR.3.1</a> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>                                                                                                   | 5 - Very Good Alignment | The MTR benchmarks are covered nicely throughout the materials. Students and teachers have lots of opportunities that are engaging and student-friendly where mathematical fluency is built, practiced, and evidenced.                                                                  |
| <a href="#">MA.K12.MTR.4.1</a> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> | 5 - Very Good Alignment | The MTR benchmarks are covered nicely throughout the materials. Scaffolding opportunities exist so that students can reflect on the thinking of self and others and communicate about the thinking, analysis, and comparison of the different methods/strategies used to problem-solve. |

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| <p><a href="#">MA.K12.MTR.5.1</a></p> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> | <p>5 - Very Good Alignment</p> | <p>The MTR benchmarks are covered nicely throughout the materials. Scaffolding opportunities exist so that students can use prior knowledge and use patterns and structure to help connect with new content and ideas and determine what is important, what is unknown, and plan ways to solve the problems.</p> |
| <p><a href="#">MA.K12.MTR.6.1</a></p> | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>                                                                                                                                                                                               | <p>5 - Very Good Alignment</p> | <p>The MTR benchmarks are covered nicely throughout the materials. Students are directed to assess the reasonableness of answers on a regular basis and frequent error analysis problems help them focus on this benchmark.</p>                                                                                  |
| <p><a href="#">MA.K12.MTR.7.1</a></p> | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>4 - Good Alignment</p>      | <p>The MTR benchmarks are covered nicely throughout the materials for the most part. Most of the real-world problems are</p>                                                                                                                                                                                     |

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|                                | <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> |                         | relevant to the students, however, some are very challenging. More scaffolding for this benchmark could be provided in the form of easier examples in the Apply and Real-Word sections of the materials and student practice.                                                                                                                                                          |
| <a href="#">ELA.K12.EE.1.1</a> | Cite evidence to explain and justify reasoning.                                                                                                                                                                                                                                                                                                      | 5 - Very Good Alignment | The ELA-EE benchmarks are covered well within the materials. There is ample opportunity for students to cite evidence and explain their reasoning and thinking.                                                                                                                                                                                                                        |
| <a href="#">ELA.K12.EE.2.1</a> | Read and comprehend grade-level complex texts proficiently.                                                                                                                                                                                                                                                                                          | 5 - Very Good Alignment | The ELA-EE benchmarks are covered nicely within the materials. Opportunity exists for students to develop into readers and comprehenders of grade-level texts. The Differentiated Resources and Language Development Support provided give plenty of opportunities and ideas for the teacher to stimulate prior knowledge and connect concepts within language as well as mathematics. |



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| <p><a href="#">ELA.K12.EE.3.1</a></p> | <p>Make inferences to support comprehension.</p>                                                                                     | <p>5 - Very Good Alignment</p> | <p>The ELA-EE benchmarks are covered nicely within the materials. Inferences are a difficult concept for many students, but the materials give opportunity for the teacher to expose students to recognizing or inferring relationships to improve the understanding of the topics.</p>                         |
| <p><a href="#">ELA.K12.EE.4.1</a></p> | <p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> | <p>5 - Very Good Alignment</p> | <p>The ELA-EE benchmarks are covered well within the materials. This benchmark is entirely dependent on the teacher as manager of a classroom where talking/sharing is encouraged, however, there is ample opportunity for students to engage in mathematical discourse throughout the flow of the lessons.</p> |
| <p><a href="#">ELA.K12.EE.5.1</a></p> | <p>Use the accepted rules governing a specific format to create quality work.</p>                                                    | <p>5 - Very Good Alignment</p> | <p>The ELA-EE benchmarks are covered well within the materials. There is ample opportunity for students to effectively present information that meets specified formats to create quality work, including the use of graphic organizers, Write</p>                                                              |

|                                  |                                                                                                                                          |                         |                                                                                                                                                                                                                                                                                                                                                                                      |
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|                                  |                                                                                                                                          |                         | About It! Problems, and critiquing others' work by argument and/or analysis.                                                                                                                                                                                                                                                                                                         |
| <a href="#">ELA.K12.EE.6.1</a>   | Use appropriate voice and tone when speaking or writing.                                                                                 | 5 - Very Good Alignment | The ELA-EE benchmarks are covered well within the materials. There is ample opportunity for students to use appropriate voice and tone when writing or speaking about mathematics. Students are encouraged to write their own problems in nearly every lesson.                                                                                                                       |
| <a href="#">ELD.K12.ELL.MA.1</a> | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. | 5 - Very Good Alignment | Excellent coverage of this standard exists in the materials. Differentiated Resources and Language Development Support are presented in detail for each lesson. Scaffolding and Facilitating mathematical discourse are also discussed and provided for each lesson. Use of graphic organizers also provides opportunities for ELL students to organize and process the information. |
| <a href="#">ELD.K12.ELL.SI.1</a> | English language learners communicate for social and instructional purposes within the school setting.                                   | 3 - Fair Alignment      | Coverage of this standard is adequate, but could be improved throughout. It seems that perhaps it was                                                                                                                                                                                                                                                                                |

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|  |  |  | forgotten about and could have been targeted in many, many more lessons. |
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| Content                                                                                                                                       | Reviewer Rating    | Rating Justification                                                                                                   |
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| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 4 - Good Alignment | A few benchmarks were not covered well or correctly; therefore I cannot justify a rating of 5-Very Good Alignment.     |
| 2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.             | 4 - Good Alignment | A few benchmarks were not covered well or correctly; therefore I cannot justify a rating of 5-Very Good Alignment.     |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.                                            | 4 - Good Alignment | A few benchmarks were not covered well or correctly; therefore I cannot justify a rating of 5-Very Good Alignment.     |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.          | 3 - Fair Alignment | Not enough scaffolding for students who struggle; excellent coverage for students who need acceleration or enrichment. |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.                             | 3 - Fair Alignment | Not enough scaffolding for students who struggle; excellent coverage for students who need acceleration or enrichment. |
| 6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.     | 3 - Fair Alignment | Not enough scaffolding for students who struggle; excellent coverage for students who need acceleration or enrichment. |

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| 7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.                                                                | 4 - Good Alignment      | Acceptable timelines for the content.                                                                                                    |
| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.                                                           | 4 - Good Alignment      | Nice variety of information throughout the materials with adequate sources cited to reflect expert information.                          |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.                                                                   | 4 - Good Alignment      | Nice variety of information throughout the materials with adequate sources cited to reflect expert information.                          |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).                                                                         | 4 - Good Alignment      | Content is pleasing to the eye and no typo or visual errors were noted, except as noted for MA.8.DP.2.3.                                 |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).                                | 5 - Very Good Alignment | Material is presented objectively and no instances of bias, contradictions or non-inflammatory nature noted.                             |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 5 - Very Good Alignment | Material is representative of mathematics, and includes prevailing theories, concepts, standards, and models used within the discipline. |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).                                                                | 4 - Good Alignment      | Content is accurate, except as noted for MA.8.DP.2.3.                                                                                    |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.                                                                                          | 5 - Very Good Alignment | Mathematical content is current and provides interesting, factual examples, as well as, excellent alignment to the MTRs.                 |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.                                                               | 5 - Very Good Alignment | Mathematical content is current and provides interesting, factual examples, as well as, excellent alignment to the MTRs.                 |

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| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.                                                                                                                                                       | 5 - Very Good Alignment | Mathematical content is current and provides interesting, factual examples, as well as, excellent alignment to the MTRs.                                                                                                                           |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.                                                                                                                                                        | 5 - Very Good Alignment | Mathematical content allows for excellent real-world examples and connections that are engaging and meaningful for the learners.                                                                                                                   |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.                                                                                                                           | 5 - Very Good Alignment | Mathematical content allows for excellent real-world examples and connections that are engaging and meaningful for the learners.                                                                                                                   |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).                     | 5 - Very Good Alignment | No evidence of biased portrayals of any groups is noted throughout the materials.                                                                                                                                                                  |
| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare). | 5 - Very Good Alignment | No evidence of portrayals of inhumanity or discompassionate portrayals of people or animals is noted throughout the materials. Absolutely no evidence of hard-core or any other type of pornography or inhumane treatment exists in the materials. |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material?                                                                                                                                                                      | 4 - Good Alignment      | A few benchmarks were not covered well or correctly; therefore I cannot justify a rating of 5-Very Good Alignment.                                                                                                                                 |

| Presentation                                                                                                         | Reviewer Rating    | Rating Justification                                            |
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| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the | 3 - Fair Alignment | Throughout the materials, there are not enough examples for the |

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| targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.                                                                                                                                                   |                         | struggling students to feel success with the concepts. Nice exposure and examples for the students who need enrichment.                                                                                                                                                                                      |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.                                                                                                                                             | 5 - Very Good Alignment | Teacher resources and organization of teacher resources within the TE seem well aligned with one another across the content.                                                                                                                                                                                 |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.                                                                                                                           | 5 - Very Good Alignment | Teacher resources and organization of teacher resources within the TE seem well aligned with one another across the content.                                                                                                                                                                                 |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.                                                           | 4 - Good Alignment      | Colorful visuals within the Student Edition are engaging and appeal to all ability levels; narratives are grade-level appropriate, however, students who struggle with language or are not on grade-level reading ability will experience difficulty unless provided lots of language/comprehension support. |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.                                                                             | 4 - Good Alignment      | Acceptable timelines for the content. Struggling students including ESE, ELL, and others who are not on grade level will experience difficulties with the amount of content per lesson.                                                                                                                      |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire). | 3 - Fair Alignment      | UDL is evident, however, there is simply not enough scaffolding for students who struggle; excellent coverage for students who need acceleration or enrichment.                                                                                                                                              |
| 7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).                                                                                           | 4 - Good Alignment      | With the exception of lack of scaffolding for struggling students, this submission satisfies the presentation requirements rather well. For use in a general education classroom or advanced                                                                                                                 |

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|  |  | learners, the material is nearly perfect. |
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| Learning                                                                                                                                                       | Reviewer Rating         | Rating Justification                                                                                                                                                                                                                                                                                                                                                                            |
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| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.                                                        | 5 - Very Good Alignment | Interesting relevant real-world examples throughout the material will engage and motivate students.                                                                                                                                                                                                                                                                                             |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.                                         | 5 - Very Good Alignment | The Grade 8 Math course is intense and requires a lot of prior knowledge to be mastered for successful completion and to enable the learner to be completely ready for Algebra 1. With that in mind, the materials cover the Big Ideas thoroughly and with cohesion to the important ideas, concepts, and themes.                                                                               |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.                                                                | 4 - Good Alignment      | For an experienced teacher, the amount of explicit instruction is covered nicely in the TE; for the less experienced teacher, however, in-depth training for more explicit instruction will be required.                                                                                                                                                                                        |
| 4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers. | 4 - Good Alignment      | Opportunity exists for some students to safely and successfully become more independent learners and thinkers, however, struggling learners or those who are unmotivated, or those with a less experienced teacher, may not take advantage of the opportunities within the materials. In-depth training will be required to make sure that these are highlighted for all teachers and learners. |

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| <p>5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.</p>                                                               | <p>3 - Fair Alignment</p>      | <p>Throughout the materials, there are not enough examples for the struggling students to feel success with the concepts. Nice exposure and examples for the students who need enrichment.</p>                                                                                                                                                                                                                                          |
| <p>6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.</p>                                                     | <p>4 - Good Alignment</p>      | <p>Materials are pleasing to the eye and should engage the students mentally. Physical engagement of the content would most likely be directed by the teacher.</p>                                                                                                                                                                                                                                                                      |
| <p>7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.</p>                            | <p>4 - Good Alignment</p>      | <p>Although organization of the materials shows logical extensions of the content, goals, and objectives, throughout the materials, there are not enough examples for the struggling students to feel success with the concepts. Nice exposure and examples for the students who need enrichment.</p>                                                                                                                                   |
| <p>8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.</p> | <p>4 - Good Alignment</p>      | <p>Materials offer instructional strategies that when used by an experienced or motivated teacher should aid in successful teaching the learning outcomes required by the curriculum. A weaker or less experienced teacher may not take advantage of the instructional strategies - in-depth training will be required so that all teachers, regardless of their skill level will use the materials to the highest extent possible.</p> |
| <p>9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.</p>                                       | <p>5 - Very Good Alignment</p> | <p>The organization of the materials includes excellent instructional strategies that should be effective in teaching the targeted outcomes.</p>                                                                                                                                                                                                                                                                                        |



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| <p>10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.</p>                                                                    | <p>4 - Good Alignment</p>      | <p>From what was available for me to review, the materials correlate assessment strategies well to the desired learning outcomes. Differentiated instructional ideas and lesson organization provide a variety of formative assessment throughout the lessons.</p>                                                  |
| <p>11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.</p> | <p>4 - Good Alignment</p>      | <p>From what was available for me to review, the materials correlate assessment strategies well to the desired learning outcomes. Differentiated instructional ideas and lesson organization provide a variety of formative assessment throughout the lessons.</p>                                                  |
| <p>12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.</p>                                         | <p>4 - Good Alignment</p>      | <p>Although the materials incorporate strategies, materials, activities, etc., that consider the needs of all students, throughout the materials, there are not enough examples for the struggling students to feel success with the concepts. Nice exposure and examples for the students who need enrichment.</p> |
| <p>13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?</p>                    | <p>5 - Very Good Alignment</p> | <p>The ELA-EE benchmarks are covered well within the materials. The MTRs are also covered well within the materials. See individual ratings for ELA-EE benchmarks and MTRs.</p>                                                                                                                                     |
| <p>14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)</p>                                 | <p>4 - Good Alignment</p>      | <p>In general, these materials satisfy the LEARNING requirements. The lack of examples for the struggling students to feel success with the concepts does not permit</p>                                                                                                                                            |

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|  |  | me to give a rating of 5 - Very Good Alignment. |
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| Special Topics                                                                                                                                                                     | Reviewer Rating         | Rating Justification                                                                                                        |
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| Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?                                                            | 5 - Very Good Alignment | No evidence of Critical Race Theory was noted within the instructional materials.                                           |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?                                                        | 5 - Very Good Alignment | No evidence of Culturally Responsive Teaching was noted within the instructional materials.                                 |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?                                                                        | 5 - Very Good Alignment | No evidence of Social Justice as it relates to Culturally Responsive Teaching was noted within the instructional materials. |
| Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 5 - Very Good Alignment | No evidence of Social Emotional Learning (SEL) was noted within the instructional materials.                                |

**Reviewer's Name:** Linda Spanjer-Furstenburg

**Title:** Florida Reveal Math, Grade 8 Pre-Algebra

**Publisher:** McGraw Hill LLC

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**Edition:** 1

**Grade Level:** 6-8

**Course:** [Grade Eight Mathematics: Pre-Algebra](#)

**Bid ID:** 419

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

No

How would you rate the overall usability of the instructional material?

4 - Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

Standard

Description

Reviewer  
Rating

Rating Justification

|                             |                                                                                                                                                              |                    |                                                               |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------|
| <a href="#">MA.8.AR.1.1</a> | Apply the Laws of Exponents to generate equivalent algebraic expressions, limited to integer exponents and monomial bases.                                   | 3 - Fair Alignment | The order the content is being taught is out of order.        |
| <a href="#">MA.8.AR.1.2</a> | Apply properties of operations to multiply two linear expressions with rational coefficients.                                                                | 3 - Fair Alignment | Simple lessons,                                               |
| <a href="#">MA.8.AR.1.3</a> | Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.          | 3 - Fair Alignment | Needs more fluency practice questions                         |
| <a href="#">MA.8.AR.2.1</a> | Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.                        | 3 - Fair Alignment | Needs more fluency practice questions                         |
| <a href="#">MA.8.AR.2.2</a> | Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.                                                    | 3 - Fair Alignment | Simple fluency problems, but very rigorous word problems.     |
| <a href="#">MA.8.AR.2.3</a> | Given an equation in the form of $x^2=p$ and $x^3=q$ , where $p$ is a whole number and $q$ is an integer, determine the real solutions.                      | 3 - Fair Alignment | Good digital support.                                         |
| <a href="#">MA.8.AR.3.1</a> | Determine if a linear relationship is also a proportional relationship.                                                                                      | 3 - Fair Alignment | Simple fluency problems, but very rigorous word problems.     |
| <a href="#">MA.8.AR.3.2</a> | Given a table, graph or written description of a linear relationship, determine the slope.                                                                   | 3 - Fair Alignment | Like the learning progressions                                |
| <a href="#">MA.8.AR.3.3</a> | Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.                                             | 3 - Fair Alignment | Like the warmup activities prior to the start of the lessons. |
| <a href="#">MA.8.AR.3.4</a> | Given a mathematical or real-world context, graph a two-variable linear equation from a written description, a table or an equation in slope-intercept form. | 4 - Good Alignment | Like the language development using the math vocabulary.      |
| <a href="#">MA.8.AR.3.5</a> | Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written                               | 3 - Fair Alignment | Like the online questions, but not too rigorous.              |

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|                             | description, a table, a graph or an equation in slope-intercept form.                                                                                                           |                    |                                                                                                                          |
| <a href="#">MA.8.AR.4.1</a> | Given a system of two linear equations and a specified set of possible solutions, determine which ordered pairs satisfy the system of linear equations.                         | 3 - Fair Alignment | Needs more rigorous examples.                                                                                            |
| <a href="#">MA.8.AR.4.2</a> | Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution or infinitely many solutions. | 3 - Fair Alignment | Not enough rigorous examples that students need to be able to answer the questions successfully.                         |
| <a href="#">MA.8.AR.4.3</a> | Given a mathematical or real-world context, solve systems of two linear equations by graphing.                                                                                  | 4 - Good Alignment | Good Application questions.                                                                                              |
| <a href="#">MA.8.DP.1.1</a> | Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context.                                                    | 4 - Good Alignment | Like the progression model at the beginning of the TE, and then good purposeful questions to allow for student thinking. |
| <a href="#">MA.8.DP.1.2</a> | Given a scatter plot within a real-world context, describe patterns of association.                                                                                             | 3 - Fair Alignment | Good warm-up questions, and rigorous exit ticket to challenge the student in practicing the skill being taught.          |
| <a href="#">MA.8.DP.1.3</a> | Given a scatter plot with a linear association, informally fit a straight line.                                                                                                 | 3 - Fair Alignment | Good warm-up questions, and rigorous exit ticket to challenge the student in practicing the skill being taught.          |
| <a href="#">MA.8.DP.2.1</a> | Determine the sample space for a repeated experiment.                                                                                                                           | 3 - Fair Alignment | Good warm-up questions, and rigorous exit ticket to challenge the student in practicing the skill being taught.          |

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| <a href="#">MA.8.DP.2.2</a> | Find the theoretical probability of an event related to a repeated experiment.                                                                                                                  | 3 - Fair Alignment | Good warm-up questions, and rigorous exit ticket to challenge the student in practicing the skill being taught.                        |
| <a href="#">MA.8.DP.2.3</a> | Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.                                     | 3 - Fair Alignment | Good warm-up questions, and rigorous exit ticket to challenge the student in practicing the skill being taught.                        |
| <a href="#">MA.8.F.1.1</a>  | Given a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation.                             | 3 - Fair Alignment | Good warm-up questions, and rigorous exit ticket to challenge the student in practicing the skill being taught.                        |
| <a href="#">MA.8.F.1.2</a>  | Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function.   | 3 - Fair Alignment | Good space to write down the notes, just wish there was more practice problems to show the students who may not get it the first time. |
| <a href="#">MA.8.F.1.3</a>  | Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant. | 3 - Fair Alignment | Good space to write down the notes, just wish there was more practice problems to show the students who may not get it the first time. |
| <a href="#">MA.8.GR.1.1</a> | Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles.                                                                  | 3 - Fair Alignment | Good space to write down the notes, just wish there was more practice problems to show the students who may not get it the first time. |
| <a href="#">MA.8.GR.1.2</a> | Apply the Pythagorean Theorem to solve mathematical and real-world problems                                                                                                                     | 3 - Fair Alignment | Good space to write down the notes, just                                                                                               |

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|                             | involving the distance between two points in a coordinate plane.                                                                                                                                                              |                    | wish there was more practice problems to show the students who may not get it the first time. |
| <a href="#">MA.8.GR.1.3</a> | Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides. | 3 - Fair Alignment | Warm-up questions are a great segway to the skill being taught.                               |
| <a href="#">MA.8.GR.1.4</a> | Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.                                                                                                    | 3 - Fair Alignment | Warm-up questions are a great segway to the skill being taught.                               |
| <a href="#">MA.8.GR.1.5</a> | Solve problems involving the relationships of interior and exterior angles of a triangle.                                                                                                                                     | 3 - Fair Alignment | Warm-up questions are a great segway to the skill being taught.                               |
| <a href="#">MA.8.GR.1.6</a> | Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles.                                                                                                          | 4 - Good Alignment | Warm-up questions are a great segway to the skill being taught.                               |
| <a href="#">MA.8.GR.2.1</a> | Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship.                                                                                                 | 3 - Fair Alignment | Good examples, to teach the lesson, especially the Common Misconceptions                      |
| <a href="#">MA.8.GR.2.2</a> | Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship.                                                                                                         | 3 - Fair Alignment | Good examples, to teach the lesson, especially the Common Misconceptions                      |
| <a href="#">MA.8.GR.2.3</a> | Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane.                                                                                               | 3 - Fair Alignment | Good examples, to teach the lesson, especially the Common Misconceptions                      |
| <a href="#">MA.8.GR.2.4</a> | Solve mathematical and real-world problems involving proportional relationships between similar triangles.                                                                                                                    | 4 - Good Alignment | Good examples, to teach the lesson, especially the                                            |

|                              |                                                                                                                                                                                                                                                                                    |                    | Common Misconceptions                                                                                                     |
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| <a href="#">MA.8.NSO.1.1</a> | Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line.                                                                 | 4 - Good Alignment | Good examples, to teach the lesson, especially the Common Misconceptions                                                  |
| <a href="#">MA.8.NSO.1.2</a> | Plot, order and compare rational and irrational numbers, represented in various forms.                                                                                                                                                                                             | 4 - Good Alignment | I like the extra interactive examples at the bottom. I just need to see what resources are available for the RTI program. |
| <a href="#">MA.8.NSO.1.3</a> | Extend previous understanding of the Laws of Exponents to include integer exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to integer exponents and rational number bases, with procedural fluency. | 3 - Fair Alignment | I like the extra interactive examples at the bottom. I just need to see what resources are available for the RTI program. |
| <a href="#">MA.8.NSO.1.4</a> | Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many times larger or smaller one number is compared to a second number.                                                                                     | 4 - Good Alignment | I like the extra interactive examples at the bottom. I just need to see what resources are available for the RTI program. |
| <a href="#">MA.8.NSO.1.5</a> | Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.                                                                                                                                                                               | 4 - Good Alignment | I like the extra interactive examples at the bottom. I just need to see what resources are available for the RTI program. |
| <a href="#">MA.8.NSO.1.6</a> | Solve real-world problems involving operations with numbers expressed in scientific notation.                                                                                                                                                                                      | 4 - Good Alignment | I like the extra interactive examples at the bottom. I just need to see what resources are available for the RTI program. |



|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                           |                                                                                                                                  |
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| <a href="#">MA.8.NSO.1.7</a>   | <p>Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>4 - Good Alignment</p> | <p>I like the extra interactive examples at the bottom. I just need to see what resources are available for the RTI program.</p> |
| <a href="#">MA.K12.MTR.1.1</a> | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>                                                                                                                   | <p>4 - Good Alignment</p> | <p>The Ignite activity opens up student discourse.</p>                                                                           |
| <a href="#">MA.K12.MTR.2.1</a> | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> | <p>4 - Good Alignment</p> | <p>Students are given open to solve the problems in whatever way they wish to solve them.</p>                                    |

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| <p><a href="#">MA.K12.MTR.3.1</a></p> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>                                                                                                     | <p>3 - Fair Alignment</p> | <p>Good examples to allow students to work together to solve the problems.</p>                                                           |
| <p><a href="#">MA.K12.MTR.4.1</a></p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> | <p>4 - Good Alignment</p> | <p>There is constant math discourse amongst the lesson, reinforcing students to communicate strategies to use to solve the problems.</p> |
| <p><a href="#">MA.K12.MTR.5.1</a></p> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>4 - Good Alignment</p> | <p>The Ignite section allows the students to converse on methods to use to use previously taught</p>                                     |

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|                                       | <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> |                           | <p>concepts to solve new concepts.</p>                                                                                        |
| <p><a href="#">MA.K12.MTR.6.1</a></p> | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>                                                                                                       | <p>3 - Fair Alignment</p> | <p>There is alot of discussion about the problems,, it may be too much discussion, and not enough practice time for them.</p> |
| <p><a href="#">MA.K12.MTR.7.1</a></p> | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> </ul>                                                                                                                                                                                                                                                                                                                                                   | <p>4 - Good Alignment</p> | <p>Great real life correlations.</p>                                                                                          |

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|                                  | <ul style="list-style-type: none"> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate.</li> <li>• Redesign models and methods to improve accuracy or efficiency.</li> </ul> |                    |                                                                                                                         |
| <a href="#">ELA.K12.EE.1.1</a>   | Cite evidence to explain and justify reasoning.                                                                                                                                                                                                                                             | 3 - Fair Alignment | The program allows students to have open discussions and cite evidence to explain the reasonableness of the situations. |
| <a href="#">ELA.K12.EE.2.1</a>   | Read and comprehend grade-level complex texts proficiently.                                                                                                                                                                                                                                 | 3 - Fair Alignment | There could be more fluency examples to practice with the fluency of the problems.                                      |
| <a href="#">ELA.K12.EE.3.1</a>   | Make inferences to support comprehension.                                                                                                                                                                                                                                                   | 4 - Good Alignment | Great review of the vocabulary that will be discussed in the beginning of each lesson.                                  |
| <a href="#">ELA.K12.EE.4.1</a>   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.                                                                                                                                                               | 3 - Fair Alignment | There is engagement of mathematical discourse and higher order thinking questions.                                      |
| <a href="#">ELA.K12.EE.5.1</a>   | Use the accepted rules governing a specific format to create quality work.                                                                                                                                                                                                                  | 3 - Fair Alignment | There's ample amount of space for students to write about their thoughts.                                               |
| <a href="#">ELA.K12.EE.6.1</a>   | Use appropriate voice and tone when speaking or writing.                                                                                                                                                                                                                                    | 3 - Fair Alignment | There's ample amount of space for students to write about their thoughts.                                               |
| <a href="#">ELD.K12.ELL.MA.1</a> | English language learners communicate information, ideas and concepts necessary                                                                                                                                                                                                             | 3 - Fair Alignment | There is a good amount of resources                                                                                     |

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|                                  | for academic success in the content area of Mathematics.                                               |                    | that ELL students can utilize to be successful with the skill being taught. .                                     |
| <a href="#">ELD.K12.ELL.SI.1</a> | English language learners communicate for social and instructional purposes within the school setting. | 3 - Fair Alignment | There is a good amount of resources that ELL students can utilize to be successful with the skill being taught. . |

| Content                                                                                                                                       | Reviewer Rating    | Rating Justification                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 3 - Fair Alignment | Content aligns with the new standards.                                                                                                     |
| 2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.             | 4 - Good Alignment | The skill level is correct.                                                                                                                |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.                                            | 4 - Good Alignment | Very adaptable                                                                                                                             |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.          | 2 - Poor Alignment | There could be more hands on examples prior to the online examples. Not all have computers or technology to use for homework.              |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.                             | 4 - Good Alignment | The level of complexity matches the standards complexity.                                                                                  |
| 6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.     | 4 - Good Alignment | There's prior knowledge content, current content to prepare for the next lesson.                                                           |
| 7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.      | 3 - Fair Alignment | Spread out enough, however, some of the lessons can be combined to teach a concept. It will depend on the type of schedule the school has. |

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| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.                                                                                                            | 3 - Fair Alignment | Fair quality, relatable to students.           |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.                                                                                                                    | 3 - Fair Alignment | Fair quality, relatable to students.           |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).                                                                                                                          | 3 - Fair Alignment | Didn't see any typographical errors.           |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).                                                                                 | 3 - Fair Alignment | Content is objectively presented.              |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).                                                  | 3 - Fair Alignment | Content is objectively presented.              |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).                                                                                                                 | 4 - Good Alignment | No mistakes noticed.                           |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.                                                                                                                                           | 4 - Good Alignment | Up to Date.                                    |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.                                                                                                                | 4 - Good Alignment | Yes                                            |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.                                                                                                                                   | 3 - Fair Alignment | Appropriate for students at the 8t grade level |
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.                                                                                                                                    | 4 - Good Alignment | Relatable.                                     |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.                                                                                                       | 2 - Poor Alignment | Relatable.                                     |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section). | 4 - Good Alignment | no unfair biased portrayals.                   |

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| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare). | 4 - Good Alignment | No cruelty noticed. |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material?                                                                                                                                                                      | 4 - Good Alignment | Yes                 |

| Presentation                                                                                                                                                                                                                                                        | Reviewer Rating    | Rating Justification                                                                                   |
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| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.                              | 2 - Poor Alignment | Teacher has to prepare material prior to the lesson, depending on the level of students he or she has. |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.                                                                                                                                             | 3 - Fair Alignment | Yes                                                                                                    |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.                                                                                                                           | 3 - Fair Alignment | Even though I feel they could have been combined in some aspects.                                      |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.                                                           | 4 - Good Alignment | Clear and legible.                                                                                     |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.                                                                             | 4 - Good Alignment | It's given at a good pace, but it depends on which schedule a teacher follows.                         |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire). | 3 - Fair Alignment | Good differentiation, however, I did not see much of the RTI support.                                  |
| 7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).                                                                                           | 4 - Good Alignment | Clear, concise, but could have been combined depending on the schedule the teacher has.                |

| Learning                                                                                                                                                                                   | Reviewer Rating    | Rating Justification                                                                                                    |
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| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.                                                                                    | 3 - Fair Alignment | Relatable, but can still be more motivating.                                                                            |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.                                                                     | 4 - Good Alignment | Spread out between lessons, but I think they can be combined.                                                           |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.                                                                                            | 4 - Good Alignment | Very clear, to the point.                                                                                               |
| 4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.                             | 4 - Good Alignment | Open discussion allows the kids to become independent learners, but more fluency practice problems can be put in place. |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.                                                               | 4 - Good Alignment | Adaptable                                                                                                               |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.                                                     | 4 - Good Alignment | Engaging conversation starters.                                                                                         |
| 7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.                            | 3 - Fair Alignment | The material is presented in a logical order.                                                                           |
| 8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. | 3 - Fair Alignment | Teacher has to be the one to implement the teaching strategies, this cannot be found in book.                           |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.                                       | 3 - Fair Alignment | Not too fond of the materials, would have liked a hands on copy to view it                                              |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.                                                                     | 4 - Good Alignment | Aligns with progress monitoring.                                                                                        |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.  | 4 - Good Alignment | Aligns with progress monitoring.                                                                                        |



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| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.                      | 4 - Good Alignment | Good Differentiation                                                   |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable? | 3 - Fair Alignment | Yes                                                                    |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)              | 4 - Good Alignment | Satisfies the learning requirements, but can be a little more rigorous |

| Special Topics                                                                                                                                                                     | Reviewer Rating    | Rating Justification                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------------------------|
| Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?                                                            | 3 - Fair Alignment | Nothing noticed                             |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?                                                        | 4 - Good Alignment | Yes                                         |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?                                                                        | 4 - Good Alignment | Yes                                         |
| Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 4 - Good Alignment | Does not solicit Social Emotional Learning. |

**Reviewer's Name:** Catherine White

**Title:** Florida Reveal Math, Grade 8 Pre-Algebra

**Publisher:** McGraw Hill LLC

**Author:** Cathy L. Seeley , Ed.D; Raj Shah, Ph.D.; Cheryl R. Tobey, M.Ed.; Dinah Zike, M.Ed.; Walter Secada, Ph.D.

**Copyright:** 2023

**Edition:** 1

**Grade Level:** 6-8

**Course:** [Grade Eight Mathematics: Pre-Algebra](#)

**Bid ID:** 419

Final Recommendation

Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?

Yes

How would you rate the overall usability of the instructional material?

4 - Good Alignment

Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.

It is helpful for teachers to have the teacher's edition (TE) and student's edition (SE) have matching page numbers. This makes it easy to compare student work with teacher prompts and question answers. It was not helpful to have two volumes of the SE, whose page numbers started over again at 1 in the second volume. When working online to review the resources, it was difficult to tell which volume of the book I was working in because it does not state it specifically on the pages. It would be helpful if the glossary included page numbers instead of lesson

numbers. Additionally, the SE refers students to foldables that are found in the "module review." However, no page numbers are given to students. Students have to search through their consumable to find the correct page. When searching for specific standards and benchmarks, it was not easy to search for standards within the interactive editions, but the TE includes a table of contents with standards and page numbers. The SE also includes the standards, which was helpful for an educator. The TE includes English Learning Scaffolds for Entering/Emerging, Developing/Expanding, and Bridging learners. The TE text also includes question prompts to build the "language of math." There are multiple references to STEM careers and "Math History Minutes" throughout the student edition; most of which refer to women in math. The learning progression at the start of each module in the TE is helpful for teachers to know what students learned and what they will be learning. It is also useful that the SE gives step-by-step directions for how to solve problems, but at times the scaffolding can be too wordy and difficult to decipher (colors are not used, so it is hard to tell which piece was changed as the problem is worked out). It would be more impactful and easier to follow if the student examples were displayed in some type of flowchart, or top-down table so that the students can easily see the next step, or if colors/bolding were used. Overall the instructional materials are usable and align to the standards, so I would recommend this instructional material for adoption.

| Standard                    | Description                                                                                                                | Reviewer Rating    | Rating Justification                                                                                                                                               |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">MA.8.AR.1.1</a> | Apply the Laws of Exponents to generate equivalent algebraic expressions, limited to integer exponents and monomial bases. | 4 - Good Alignment | Students apply the Laws of Exponents to generate equivalent expressions. However, I did not see the laws of exponents defined within the student or teacher texts. |

|                             |                                                                                                                                                     |                         |                                                                                                                                                      |
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|                             |                                                                                                                                                     |                         | Teachers are referred to the DOE appendix.                                                                                                           |
| <a href="#">MA.8.AR.1.2</a> | Apply properties of operations to multiply two linear expressions with rational coefficients.                                                       | 4 - Good Alignment      | This benchmark is scaffolded with the distributive property and use of algebra tiles.                                                                |
| <a href="#">MA.8.AR.1.3</a> | Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions. | 5 - Very Good Alignment | The text includes worked examples and visuals students. Teachers are provided with common misconceptions and how to assist students with the skills. |
| <a href="#">MA.8.AR.2.1</a> | Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.               | 5 - Very Good Alignment | Teacher text includes examples and non-examples, as well as explanations for why.                                                                    |
| <a href="#">MA.8.AR.2.2</a> | Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.                                           | 4 - Good Alignment      | Includes number lines and worked examples. Additional visuals for students would be beneficial.                                                      |
| <a href="#">MA.8.AR.2.3</a> | Given an equation in the form of $x^2=p$ and $x^3=q$ , where $p$ is a whole number and $q$ is an integer, determine the real solutions.             | 4 - Good Alignment      | Students solve equations involving square roots and cube roots. Additional visuals (number lines, for example) would be beneficial for students.     |
| <a href="#">MA.8.AR.3.1</a> | Determine if a linear relationship is also a proportional relationship.                                                                             | 5 - Very Good Alignment | Instruction includes the representation of relationships using tables, graphs, equations and written descriptions.                                   |

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| <a href="#">MA.8.AR.3.2</a> | Given a table, graph or written description of a linear relationship, determine the slope.                                                                                                           | 5 - Very Good Alignment | Instruction includes making connections of slope to the constant of proportionality and to similar triangles represented on the coordinate plane.                                                                                                               |
| <a href="#">MA.8.AR.3.3</a> | Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.                                                                                     | 5 - Very Good Alignment | Content is chunked to write an equation in slope intercept form from a line, from graphs, and from verbal descriptions. Visuals are provided.                                                                                                                   |
| <a href="#">MA.8.AR.3.4</a> | Given a mathematical or real-world context, graph a two-variable linear equation from a written description, a table or an equation in slope-intercept form.                                         | 4 - Good Alignment      | The standard calls for real-world context, and although these are included, there are a limited number of examples.                                                                                                                                             |
| <a href="#">MA.8.AR.3.5</a> | Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form. | 3 - Fair Alignment      | Many related standards, but a lack of explicit instruction given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form. |
| <a href="#">MA.8.AR.4.1</a> | Given a system of two linear equations and a specified set of possible solutions, determine which ordered pairs satisfy the system of linear equations.                                              | 4 - Good Alignment      | There are a number of worked examples in Module 6, lesson 6-1, but they are not well-scaffolded before practice is provided.                                                                                                                                    |
| <a href="#">MA.8.AR.4.2</a> | Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is                                                                              | 4 - Good Alignment      | There is a helpful chart in Lesson 6-3 of the SE, but the examples                                                                                                                                                                                              |

|                             |                                                                                                                              |                         |                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|                             | one solution, no solution or infinitely many solutions.                                                                      |                         | on pages 350 do not intersect at specific points, which may make the examples confusing to students. This may also be purposeful to show that students can answer the question about 1, no, or many solutions without specific points. As it stands, the lesson appears to be low rigor and identification only. This lesson would not take 90 minutes as indicated, without spending a day in the online practice. |
| <a href="#">MA.8.AR.4.3</a> | Given a mathematical or real-world context, solve systems of two linear equations by graphing.                               | 4 - Good Alignment      | Limited real-world examples. Do not see examples of instruction that includes recognizing that parallel lines have the same slope.                                                                                                                                                                                                                                                                                  |
| <a href="#">MA.8.DP.1.1</a> | Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context. | 5 - Very Good Alignment | Appropriate scaffolding and visuals.                                                                                                                                                                                                                                                                                                                                                                                |
| <a href="#">MA.8.DP.1.2</a> | Given a scatter plot within a real-world context, describe patterns of association.                                          | 4 - Good Alignment      | Although "strong and weak" association was mentioned in a practice problem, I did not see explicit instruction of what this meant for students.                                                                                                                                                                                                                                                                     |
| <a href="#">MA.8.DP.1.3</a> | Given a scatter plot with a linear association, informally fit a straight line.                                              | 5 - Very Good Alignment | Good explanation of how to assess a line of fit for various sets of data.                                                                                                                                                                                                                                                                                                                                           |

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| <a href="#">MA.8.DP.2.1</a> | Determine the sample space for a repeated experiment.                                                                                                                                           | 5 - Very Good Alignment | Determines the sample space for a repeated experiment. Additional examples online.                                                                                                                                                                                 |
| <a href="#">MA.8.DP.2.2</a> | Find the theoretical probability of an event related to a repeated experiment.                                                                                                                  | 5 - Very Good Alignment | Instruction includes representing probability as a fraction, percentage or decimal.                                                                                                                                                                                |
| <a href="#">MA.8.DP.2.3</a> | Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.                                     | 5 - Very Good Alignment | Meets the benchmark and clarifications                                                                                                                                                                                                                             |
| <a href="#">MA.8.F.1.1</a>  | Given a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation.                             | 5 - Very Good Alignment | Instruction includes referring to the input as the independent variable and the output as the dependent variable.                                                                                                                                                  |
| <a href="#">MA.8.F.1.2</a>  | Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function.   | 5 - Very Good Alignment | Meets the benchmark language: Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function. Includes visuals and student practice. |
| <a href="#">MA.8.F.1.3</a>  | Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant. | 5 - Very Good Alignment | Meets the benchmark language: Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify                                                                                                |

|                             |                                                                                                                                                                                                                               |                         |                                                                                                                                                                                                                                |
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|                             |                                                                                                                                                                                                                               |                         | where the function is increasing, decreasing or constant. The online practice will be helpful for additional examples.                                                                                                         |
| <a href="#">MA.8.GR.1.1</a> | Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles.                                                                                                | 4 - Good Alignment      | Meets the benchmark language, but students would benefit from additional practice involving unknown side lengths in right triangles.                                                                                           |
| <a href="#">MA.8.GR.1.2</a> | Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane.                                                                                  | 4 - Good Alignment      | Meets the benchmark language, but student practice is heavily dependent on the online platform                                                                                                                                 |
| <a href="#">MA.8.GR.1.3</a> | Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides. | 5 - Very Good Alignment | Uses the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides. |
| <a href="#">MA.8.GR.1.4</a> | Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.                                                                                                    | 4 - Good Alignment      | Lots of open-ended questions. No a lot of student practice in the text.                                                                                                                                                        |
| <a href="#">MA.8.GR.1.5</a> | Solve problems involving the relationships of interior and exterior angles of a triangle.                                                                                                                                     | 4 - Good Alignment      | There is video included online. Limited student practice in the text. Students are referred to go online for additional practice.                                                                                              |



|                              |                                                                                                                                                                                                                    |                    |                                                                                                                                                     |
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| <a href="#">MA.8.GR.1.6</a>  | Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles.                                                                                               | 3 - Fair Alignment | The text does not include many visual examples, which are important for students to understand how to decompose a shape into triangles.             |
| <a href="#">MA.8.GR.2.1</a>  | Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship.                                                                                      | 4 - Good Alignment | Within this benchmark, transformations are limited to reflections, translations or rotations of images.                                             |
| <a href="#">MA.8.GR.2.2</a>  | Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship.                                                                                              | 4 - Good Alignment | Students would benefit from more visual examples and practice                                                                                       |
| <a href="#">MA.8.GR.2.3</a>  | Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane.                                                                                    | 4 - Good Alignment | Within this benchmark, transformations are limited to reflections, translations, rotations or dilations of images.                                  |
| <a href="#">MA.8.GR.2.4</a>  | Solve mathematical and real-world problems involving proportional relationships between similar triangles.                                                                                                         | 4 - Good Alignment | Instruction includes real-world problems involving proportional relationships between similar triangles.                                            |
| <a href="#">MA.8.NSO.1.1</a> | Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line. | 4 - Good Alignment | The SE pages 92 and 93 are busy and not easy to follow. It would be nice if the real number chart was a graphic organizer for students to write in. |
| <a href="#">MA.8.NSO.1.2</a> | Plot, order and compare rational and irrational numbers, represented in various forms.                                                                                                                             | 4 - Good Alignment | The text follows the letter of the standard, but the pages are busy and lacking visuals for students.                                               |

|                              |                                                                                                                                                                                                                                                                                           |                           |                                                                                                                                                                                                                   |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">MA.8.NSO.1.3</a> | <p>Extend previous understanding of the Laws of Exponents to include integer exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to integer exponents and rational number bases, with procedural fluency.</p> | <p>3 - Fair Alignment</p> | <p>The text starts of with negative exponents without any scaffolding or review of exponents. There is not a lot of explanation, nor a lot of practice for students.</p>                                          |
| <a href="#">MA.8.NSO.1.4</a> | <p>Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many times larger or smaller one number is compared to a second number.</p>                                                                                     | <p>3 - Fair Alignment</p> | <p>There are a lot of words on these pages, which may make it difficult for struggling readers to understand. There are single student examples shown, with little student practice.</p>                          |
| <a href="#">MA.8.NSO.1.5</a> | <p>Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.</p>                                                                                                                                                                               | <p>3 - Fair Alignment</p> | <p>There does not appear to be enough practice for a student to build fluency. A teacher may have to search for outside resources to provide students with an appropriate amount of practice</p>                  |
| <a href="#">MA.8.NSO.1.6</a> | <p>Solve real-world problems involving operations with numbers expressed in scientific notation.</p>                                                                                                                                                                                      | <p>4 - Good Alignment</p> | <p>Real world examples are used. Visuals and/or graphics would make the learning more meaningful to students.</p>                                                                                                 |
| <a href="#">MA.8.NSO.1.7</a> | <p>Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals.</p>                                                                                                                                    | <p>3 - Fair Alignment</p> | <p>Did not see explicit reference to order of operations. Did not see many examples where students were asked to solve multi-step mathematical and real-world problems involving the order of operations with</p> |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                         |                                                                                       |
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|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                         | rational numbers including exponents and radicals.                                    |
| <a href="#">MA.K12.MTR.1.1</a> | <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>                                                                                                                   | 5 - Very Good Alignment | The SE provides many opportunities for students to reflect on their learning.         |
| <a href="#">MA.K12.MTR.2.1</a> | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> | 5 - Very Good Alignment | Students are encouraged to represent problems in multiple ways throughout the program |

|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                |                                                                                    |
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| <p><a href="#">MA.K12.MTR.3.1</a></p> | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>                                                                                                     | <p>5 - Very Good Alignment</p> | <p>The lessons start with a review for students.</p>                               |
| <p><a href="#">MA.K12.MTR.4.1</a></p> | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> | <p>5 - Very Good Alignment</p> | <p>Discussion questions are built in for teachers in the SE.</p>                   |
| <p><a href="#">MA.K12.MTR.5.1</a></p> | <p>Use patterns and structure to help understand and connect mathematical concepts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>5 - Very Good Alignment</p> | <p>Students are asked to look for patterns and structure throughout the texts.</p> |

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|                                | <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> |                         |                                                                             |
| <a href="#">MA.K12.MTR.6.1</a> | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>                                                                                                       | 5 - Very Good Alignment | Students are asked to reflect on their answers and explain their reasoning. |
| <a href="#">MA.K12.MTR.7.1</a> | <p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> </ul>                                                                                                                                                                                                                                                                                                                                                   | 5 - Very Good Alignment | There are real-world examples embedded throughout the texts.                |

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|                                | <ul style="list-style-type: none"> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate.</li> <li>• Redesign models and methods to improve accuracy or efficiency.</li> </ul> |                         |                                                                                                                                                                 |
| <a href="#">ELA.K12.EE.1.1</a> | Cite evidence to explain and justify reasoning.                                                                                                                                                                                                                                             | 5 - Very Good Alignment | Students are asked to cite evidence to explain and justify reasoning                                                                                            |
| <a href="#">ELA.K12.EE.2.1</a> | Read and comprehend grade-level complex texts proficiently.                                                                                                                                                                                                                                 | 5 - Very Good Alignment | Language of Mathematics prompts are embedded throughout the TE.                                                                                                 |
| <a href="#">ELA.K12.EE.3.1</a> | Make inferences to support comprehension.                                                                                                                                                                                                                                                   | 5 - Very Good Alignment | Students are asked to infer patterns in examples                                                                                                                |
| <a href="#">ELA.K12.EE.4.1</a> | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.                                                                                                                                                               | 5 - Very Good Alignment | In every lesson, students are expected to engage in mathematical discourse with the Talk About It! questions.                                                   |
| <a href="#">ELA.K12.EE.5.1</a> | Use the accepted rules governing a specific format to create quality work.                                                                                                                                                                                                                  | 5 - Very Good Alignment | Students are provided with multiple graphic organizers throughout the consumable.                                                                               |
| <a href="#">ELA.K12.EE.6.1</a> | Use appropriate voice and tone when speaking or writing.                                                                                                                                                                                                                                    | 5 - Very Good Alignment | In every lesson, students engage in appropriate voice and tone when discussing Talk About It! questions and incorporate appropriate language in Write problems. |

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| <a href="#">ELD.K12.ELL.MA.1</a> | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. | 5 - Very Good Alignment | Students are asked to communicate throughout the text.                |
| <a href="#">ELD.K12.ELL.SI.1</a> | English language learners communicate for social and instructional purposes within the school setting.                                   | 5 - Very Good Alignment | Students are encouraged to discuss their answers throughout the text. |

| Content                                                                                                                                       | Reviewer Rating         | Rating Justification                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|----------------------------------------------------------------------------------------------------------------------------|
| 1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes. | 4 - Good Alignment      | The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.               |
| 2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.             | 5 - Very Good Alignment | The content is written to the correct skill level of the standards and benchmarks in the course.                           |
| 3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.                                            | 3 - Fair Alignment      | The teacher has choice in online or print-versions, but I did not see where it could be adapted/customized by the teacher. |
| 4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.          | 4 - Good Alignment      | The materials could benefit from additional visuals for students.                                                          |
| 5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.                             | 4 - Good Alignment      | The level of complexity appears to match the standards in most areas. Some areas appear to have low rigor.                 |
| 6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.     | 4 - Good Alignment      | There are supports for the teacher to use for differentiating instruction.                                                 |
| 7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.      | 4 - Good Alignment      | In most areas the time allowed matches, but in some areas it does not.                                                     |

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| 8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.                                                           | 4 - Good Alignment      | Outside of the Florida benchmarks, there was not a lot of expert citations. However, common errors were pointed out and explained for teachers.                                                                      |
| 9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.                                                                   | 4 - Good Alignment      | Outside of the Florida benchmarks, there was not a lot of expert citations. However, common errors were pointed out and explained for teachers.                                                                      |
| 10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).                                                                         | 5 - Very Good Alignment | Did not notice any typographical errors.                                                                                                                                                                             |
| 11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).                                | 5 - Very Good Alignment | Did not see bias or contradictions                                                                                                                                                                                   |
| 12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area). | 5 - Very Good Alignment | The content of the material is representative of the discipline.                                                                                                                                                     |
| 13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).                                                                | 5 - Very Good Alignment | The content of the material is factual and accurate.                                                                                                                                                                 |
| 14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.                                                                                          | 5 - Very Good Alignment | The content is up-to-date                                                                                                                                                                                            |
| 15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.                                                               | 5 - Very Good Alignment | The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.                                                                                                        |
| 16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.                                                                                  | 4 - Good Alignment      | For the most part, the content is presented in an appropriate and relevant context for learners. Lower-level readers may have some difficulty in the parts of the book where there are not a lot of visual examples. |



|                                                                                                                                                                                                                                                                              |                         |                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------------------------------------------------------------------------|
| 17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.                                                                                                                                                        | 5 - Very Good Alignment | The examples provided made connections to student lives in a meaningful way. |
| 18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.                                                                                                                           | 5 - Very Good Alignment | There were STEM and ELA connections throughout.                              |
| 19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).                     | 5 - Very Good Alignment | Did not see unfair or biased portrayals.                                     |
| 20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare). | 5 - Very Good Alignment | Did not see evidence to the contrary.                                        |
| 21. In general, is the content of the benchmarks and standards for this course covered in the material?                                                                                                                                                                      | 4 - Good Alignment      | In general, the content of the benchmarks and standards is covered.          |

| Presentation                                                                                                                                                                                                                           | Reviewer Rating         | Rating Justification                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. | 5 - Very Good Alignment | The TE and online practice should not require the teacher to prepare additional teaching materials.                                                                          |
| 2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.                                                                                                                | 5 - Very Good Alignment | All components of the major tool align with the curriculum and each other                                                                                                    |
| 3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.                                                                                              | 4 - Good Alignment      | For the most part, the materials are consistent and logical in their organization. In a few instances, the teacher will have to jump back and forth between the two volumes. |
| 4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in                                                                                                              | 3 - Fair Alignment      | There appears to be a lot of text in the student edition, which                                                                                                              |

|                                                                                                                                                                                                                                                                     |                         |                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| understanding of the content at a level appropriate to the students' abilities.                                                                                                                                                                                     |                         | may cause students to disengage.                                                                                                                                                  |
| 5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.                                                                             | 4 - Good Alignment      | For the most part, pacing is appropriate.                                                                                                                                         |
| 6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire). | 5 - Very Good Alignment | The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. |
| 7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).                                                                                           | 4 - Good Alignment      | In general, the submission satisfies the presentation requirements.                                                                                                               |

| Learning                                                                                                                                                       | Reviewer Rating         | Rating Justification                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------------------------------------------------------------------------------------------------------------|
| 1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.                                                        | 3 - Fair Alignment      | The instructional materials may or may not maintain learner motivation. There is a lot of text in the student book. |
| 2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.                                         | 4 - Good Alignment      | The materials are chunked into 10 big ideas.                                                                        |
| 3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.                                                                | 5 - Very Good Alignment | The materials contain clear statements of information and outcomes.                                                 |
| 4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers. | 4 - Good Alignment      | They are available, but since they are text-heavy, students may shy away from using them.                           |
| 5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.                                   | 5 - Very Good Alignment | The teacher's edition provides guidance and support.                                                                |
| 6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.                         | 3 - Fair Alignment      | The materials attempt to engage students with various question prompts, but these may have the opposite             |

|                                                                                                                                                                                            |                         |                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                            |                         | outcome for students who do not enjoy reading or writing.                                                                                        |
| 7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.                            | 5 - Very Good Alignment | The text is aligned well into logical extensions of content, goals, and objectives.                                                              |
| 8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. | 5 - Very Good Alignment | Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements |
| 9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.                                       | 4 - Good Alignment      | For the most part, the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.                   |
| 10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.                                                                     | 5 - Very Good Alignment | The materials include assessments before, during, and after the lesson.                                                                          |
| 11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.  | 3 - Fair Alignment      | There are many areas where the text says "see students' explanation." This may not be helpful for a novice teacher.                              |
| 12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.                                          | 4 - Good Alignment      | There are varied strategies, but a lot of times they are the same strategies repeated in each lesson.                                            |
| 13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?                     | 5 - Very Good Alignment | ELA and MTRs are embedded throughout.                                                                                                            |
| 14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)                                  | 4 - Good Alignment      | In general, the submission satisfies the learning requirements.                                                                                  |

| Special Topics | Reviewer Rating | Rating Justification |
|----------------|-----------------|----------------------|
|----------------|-----------------|----------------------|

|                                                                                                                                                                                    |                         |                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------------|
| Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?                                                            | 5 - Very Good Alignment | No evidence of topic coverage |
| Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?                                                        | 5 - Very Good Alignment | No evidence of topic coverage |
| Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?                                                                        | 5 - Very Good Alignment | No evidence of topic coverage |
| Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 5 - Very Good Alignment | No evidence of topic coverage |

| 1  | A<br>Bid # | B<br>Course                                                                                                                                                                        | C<br>Title                               | D<br>Special Topics (Y/N)                                                                                                                                | E<br>Standards Score |
|----|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| 2  | 410        | Mathematics-Grade One (Standards) (Special Topics)                                                                                                                                 | Florida Reveal Math, Grade 1             | Y(See below)                                                                                                                                             | 3.8                  |
| 3  | 416        | Grade 4 Accelerated (Special Topics)                                                                                                                                               | Florida Reveal Math, Grade 4 Accelerated | Y(See below)                                                                                                                                             | 4                    |
| 4  | 419        | M/J Grade 8 Mathematics (Special Topics)(Standards)                                                                                                                                | Florida Reveal Math Grade 8: Pre-Algebra | Y(See below)                                                                                                                                             | 3.8                  |
| 5  |            |                                                                                                                                                                                    |                                          |                                                                                                                                                          |                      |
| 6  |            |                                                                                                                                                                                    |                                          |                                                                                                                                                          |                      |
| 7  |            |                                                                                                                                                                                    |                                          |                                                                                                                                                          |                      |
| 8  |            | Special Topic Evidence                                                                                                                                                             |                                          |                                                                                                                                                          |                      |
| 9  |            | Bid 410-Grade One                                                                                                                                                                  |                                          |                                                                                                                                                          |                      |
| 10 |            | Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 3 - Fair Alignment                       | Pieces of the teaching edition include components of SEL.                                                                                                |                      |
| 11 |            | Bid 416-Grade 4 Accelerated                                                                                                                                                        |                                          |                                                                                                                                                          |                      |
| 12 |            | Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 3 - Fair Alignment                       | Social Awareness topics are listed in the teachers manual. Example pg 521 in TTE includes a section on empathy and how to incorporate into the classroom |                      |
| 13 |            | Bid 419-Grade 8 Pre-Algebra                                                                                                                                                        |                                          |                                                                                                                                                          |                      |
| 14 |            | Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?                                                            | 3 - Fair Alignment                       | Nothing noticed                                                                                                                                          |                      |

|    | F           | G       | H  | I           | J            | K          | L           | M           | N                  |        |
|----|-------------|---------|----|-------------|--------------|------------|-------------|-------------|--------------------|--------|
| 1  | Explanation | Emailed | De | Evaluations | Appeal Filed | What Needs | Negotiation | Changes due | Content Specialist | Review |
| 2  |             |         |    |             |              |            |             |             |                    |        |
| 3  |             |         |    |             |              |            |             |             |                    |        |
| 4  |             |         |    |             |              |            |             |             |                    |        |
| 5  |             |         |    |             |              |            |             |             |                    |        |
| 6  |             |         |    |             |              |            |             |             |                    |        |
| 7  |             |         |    |             |              |            |             |             |                    |        |
| 8  |             |         |    |             |              |            |             |             |                    |        |
| 9  |             |         |    |             |              |            |             |             |                    |        |
| 10 |             |         |    |             |              |            |             |             |                    |        |
| 11 |             |         |    |             |              |            |             |             |                    |        |
| 12 |             |         |    |             |              |            |             |             |                    |        |
| 13 |             |         |    |             |              |            |             |             |                    |        |
| 14 |             |         |    |             |              |            |             |             |                    |        |

**Sent:** Thursday, April 21, 2022 12:05 PM EDT  
**To:** Harvey, Kim; Seeds, Cathy; Baumbach, Amber; Rivers1, Angelia  
**CC:** Bennett, Wayne; Patton, Sallie; Tulllos, Lisa  
**Subject:** RE: McGraw Hill Appeal Request for 21-22 Instructional Materials Mathematics List  
**Attachment(s):** "McGraw Hill-Appeals K-12 Mathematics.xlsx", "image002.png", "image003.png", "image004.png"

Good morning,

Thank you so much for your inquiry. Attached is our initial findings from the review process of both standards alignment (full evaluations for materials attached) and any special topics findings. Only materials and standards that were rated at a 3-Fair or below, are of interest for the purpose of non-adoption. All findings are attached to this email and we welcome further conversation regarding these findings and ensuring all your materials are appropriate for Florida classrooms.

Also, please advise if you believe you have proprietary materials of a nature that would prevent the department from disclosing them as public records. If so, please identify the grounds for that claim.

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)



---

**From:** Harvey, Kim <Kim.Harvey@mheducation.com>  
**Sent:** Monday, April 18, 2022 4:32 PM  
**To:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tulllos, Lisa <lisa.tulllos@mheducation.com>  
**Subject:** McGraw Hill Appeal Request for 21-22 Instructional Materials Mathematics List

Good Afternoon,

Please find attached McGraw Hill's written petition for an appeal hearing for the 21-22 Instructional Mathematics List.

Regards,  
Kim



**Kim Harvey**  
Sr. Director, RFP, Bids and Contracts  
McGraw Hill | School  
8787 Orion Place, Columbus, OH 43240  
P: 614-430-4434 | C: 614-286-6626  
[kim.harvey@mheducation.com](mailto:kim.harvey@mheducation.com)  
mheducation.com

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| 1  | A<br>Bid # | B<br>Course                                                                                                                                                                        | C<br>Title                               | D<br>Special Topics (Y/N)                                                                                                                                | E<br>Standards Score |
|----|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| 2  | 410        | Mathematics-Grade One (Standards) (Special Topics)                                                                                                                                 | Florida Reveal Math, Grade 1             | Y(See below)                                                                                                                                             | 3.8                  |
| 3  | 416        | Grade 4 Accelerated (Special Topics)                                                                                                                                               | Florida Reveal Math, Grade 4 Accelerated | Y(See below)                                                                                                                                             | 4                    |
| 4  | 419        | M/J Grade 8 Mathematics (Special Topics)(Standards)                                                                                                                                | Florida Reveal Math Grade 8: Pre-Algebra | Y(See below)                                                                                                                                             | 3.8                  |
| 5  |            |                                                                                                                                                                                    |                                          |                                                                                                                                                          |                      |
| 6  |            |                                                                                                                                                                                    |                                          |                                                                                                                                                          |                      |
| 7  |            |                                                                                                                                                                                    |                                          |                                                                                                                                                          |                      |
| 8  |            | Special Topic Evidence                                                                                                                                                             |                                          |                                                                                                                                                          |                      |
| 9  |            | Bid 410-Grade One                                                                                                                                                                  |                                          |                                                                                                                                                          |                      |
| 10 |            | Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 3 - Fair Alignment                       | Pieces of the teaching edition include components of SEL.                                                                                                |                      |
| 11 |            | Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 3 - Fair Alignment                       | Social Awareness topics are listed in the teachers manual. Example pg 521 in TTE includes a section on empathy and how to incorporate into the classroom |                      |
| 12 |            |                                                                                                                                                                                    |                                          |                                                                                                                                                          |                      |
| 13 |            | Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?                                                            | Bid 419-Grade 8 Pre-Algebra              |                                                                                                                                                          |                      |
| 14 |            |                                                                                                                                                                                    | 3 - Fair Alignment                       | Nothing noticed                                                                                                                                          |                      |



|    | F           | G       | H  | I           | J            | K          | L           | M           | N                  |        |
|----|-------------|---------|----|-------------|--------------|------------|-------------|-------------|--------------------|--------|
| 1  | Explanation | Emailed | De | Evaluations | Appeal Filed | What Needs | Negotiation | Changes due | Content Specialist | Review |
| 2  |             |         |    |             |              |            |             |             |                    |        |
| 3  |             |         |    |             |              |            |             |             |                    |        |
| 4  |             |         |    |             |              |            |             |             |                    |        |
| 5  |             |         |    |             |              |            |             |             |                    |        |
| 6  |             |         |    |             |              |            |             |             |                    |        |
| 7  |             |         |    |             |              |            |             |             |                    |        |
| 8  |             |         |    |             |              |            |             |             |                    |        |
| 9  |             |         |    |             |              |            |             |             |                    |        |
| 10 |             |         |    |             |              |            |             |             |                    |        |
| 11 |             |         |    |             |              |            |             |             |                    |        |
| 12 |             |         |    |             |              |            |             |             |                    |        |
| 13 |             |         |    |             |              |            |             |             |                    |        |
| 14 |             |         |    |             |              |            |             |             |                    |        |

**From:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Sent:** Thursday, April 21, 2022 1:35 PM EDT

**To:** Hamilton, Lauren; Seeds, Cathy; Baumbach, Amber; Rivers1, Angelia

**CC:** Bennett, Wayne; Patton, Sallie; Tullos, Lisa

**Subject:** RE: McGraw Hill Appeal Request for 21-22 Instructional Materials Mathematics List

**Attachment(s):** "image002.png", "image003.png", "image004.png"

Hi Lauren,

Thank you so much for sending the documents for our review. We appreciate having this information. I do have a few items for clarification that I broke out by grade.

Grade 4 Accelerated

Grade 4 accelerated has a 4 for alignment on the Excel Spreadsheet and on the Not Recommended List. Row 12 says 3- fair alignment. Can you confirm that our score for Standards is a 4? Is there a grade 4 accelerated PDF that provides the special topics comments?

Grade 8

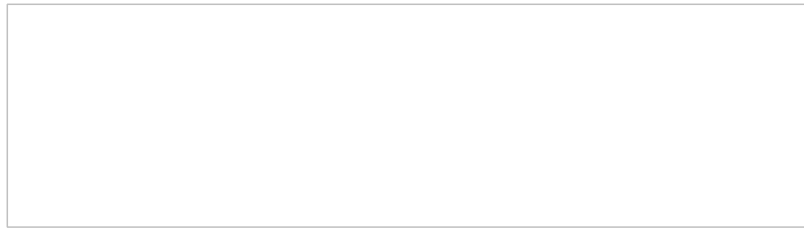
On row 4 of the excel document, grade 8 says Y to special topics. Row 14 states nothing noticed for special topics. The grade 8 PDF seems to support this on the last page where is says nothing noticed.

Grade 5

On the Not Recommended List posted on the website, Grade 5 has a Y for including Special topics. Is that correct? If so, can you provide the grade 5 information so we can review the findings?

K-5

Overall, the Adoption List posted only lists Reveal Math Grade 3 accelerated. The Not Recommended document has several of our bids submitted in separate categories that seem to meet the requirements. Can you clarify the status of the other bids we submitted below that do not appear on the Adopted List?



Regards,  
Kim

---

**From:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

**Sent:** Thursday, April 21, 2022 12:08 PM

**To:** Harvey, Kim <Kim.Harvey@mheducation.com>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa <lisa.tullos@mheducation.com>

**Subject:** RE: McGraw Hill Appeal Request for 21-22 Instructional Materials Mathematics List

**\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\***

Good afternoon,

Thank you so much for your inquiry. Attached is our initial findings from the review process of both standards alignment(full evaluations for materials attached) and any special topics findings. Only materials and standards that were rated at a 3-Fair or below, are of interest for the purpose of non-adoption. All findings are attached to this email and we welcome further conversation regarding these findings and ensuring all your materials are appropriate for Florida classrooms.

Also, please advise if you believe you have proprietary materials of a nature that would prevent the department from disclosing them as public records. If so, please identify the grounds for that claim.

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

---

**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>

**Sent:** Monday, April 18, 2022 4:32 PM

**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>

**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tulllos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>

**Subject:** McGraw Hill Appeal Request for 21-22 Instructional Materials Mathematics List

Good Afternoon,

Please find attached McGraw Hill's written petition for an appeal hearing for the 21-22 Instructional Mathematics List.

Regards,  
Kim



**Kim Harvey**

Sr. Director, RFP, Bids and Contracts  
McGraw Hill | School  
8787 Orion Place, Columbus, OH 43240  
P: 614-430-4434 | C: 614-286-6626  
[kim.harvey@mheducation.com](mailto:kim.harvey@mheducation.com)  
mheducation.com

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**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>  
**Sent:** Tuesday, May 17, 2022 11:16 AM EDT  
**To:** Harvey; Kim  
**CC:** Bennett, Wayne; Patton, Sallie; Tullis, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter; Danaher, Cathleen  
**Subject:** RE: McGraw Hill Grade 1 & Grade 8  
**Attachment(s):** "image001.png", "image002.png", "image003.png", "image004.png"

Hi Kim,

Are these links in the spreadsheets you just sent updated to reflect the most recent changes? We are unable to get into this link for grade 8: <https://we.tl/t-qjCQyJ4ZNf> . We can use the spreadsheet as long as those reflect all the correct changes.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Harvey, Kim <Kim.Harvey@mheducation.com>  
**Sent:** Tuesday, May 17, 2022 11:01 AM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>  
**Subject:** McGraw Hill Grade 1 & Grade 8

Hi Amber,  
The changes we provided in PDF for grades 1 & 8 last Friday are now live. I attached the excel documents again for convenience. The links did not change.

Regards,  
Kim

---

**From:** Harvey, Kim  
**Sent:** Monday, May 16, 2022 12:07 PM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>  
**Subject:** RE: McGraw Hill Grade 1

Hi Amber,  
Thank you for confirming.

Quick question: On grade 5, we see that Florida Reveal Math has a 62.8% alignment score. Will this be updated?

|                              |     |       |
|------------------------------|-----|-------|
| Florida Reveal Math, Grade K | 4.4 | 81.0% |
| Florida Reveal Math, Grade 1 | 4.0 | 81.0% |
| Florida Reveal Math, Grade 2 | 4.4 | 97.1% |
| Florida Reveal Math, Grade 3 | 4.6 | 92.7% |
| Florida Reveal Math, Grade 4 | 4.7 | 92.4% |

|                              |     |       |
|------------------------------|-----|-------|
| Florida Reveal Math, Grade 5 | 4.0 | 62.8% |
|------------------------------|-----|-------|

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, May 16, 2022 11:25 AM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** RE: McGraw Hill Grade 1

\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\*

Yes, all of the special topic edits that were made for grades 1, 5, and 4 accelerated have been approved. I believe that the only grade pending now is grade 8 which is currently in standards review.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Friday, May 13, 2022 4:28 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** RE: McGraw Hill Grade 1

Thank you for letting us know. We had two grades that only had special topics. Any news on these?

- Grade 5 – has this one been approved by chance so that the K-5 series can be approved?
- Grade 4 Accelerated

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, May 13, 2022 4:17 PM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** RE: McGraw Hill Grade 1

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Yes, special topics changes for grade 1 have also been approved.

Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Friday, May 13, 2022 3:10 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** RE: McGraw Hill Grade 1

Hi Amber,  
Great news! Thank you for letting us know. Does this mean that grade 1 is all approved including any changes in special topics?

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, May 13, 2022 3:05 PM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** RE: McGraw Hill Grade 1

\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\*

Hi Kim,

This standard is now approved for Grade 1.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
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---

**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Friday, May 13, 2022 2:04 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** McGraw Hill Grade 1

Hi Amber,  
Thank you for the call this morning and reviewing comments with us.

Attached is the PDF of the grade 1 changes for standard MA.1.M.2.2 that we discussed during our call. As we agreed, we are sending updated PDFs immediately to show our changes.

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, May 13, 2022 10:27 AM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\*

Hi Kim,

Our content specialists have provided additional comments on the spreadsheet. I've set up a meeting for today at 11:00 am to discuss standards for grades 1 and 8. I'm also attaching the spreadsheets. Anything marked in green has been approved, anything marked in red needs additional discussion/edits.

McGraw Hill  
Fri, May 13, 2022 11:00 AM - 11:30 AM (EDT)

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**You can also dial in using your phone.**  
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Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Wednesday, May 11, 2022 10:51 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good morning,  
We are wondering what the next part of the appeal process is. Will there be further communication from the Bureau of Standards and Instructional Support?

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, May 9, 2022 2:30 PM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

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Thanks, Kim! We will take a look and let you know next steps soon.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

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**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Monday, May 9, 2022 1:50 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good Afternoon,

Thank you for the feedback on our appeal spreadsheets. Based on this feedback, we have updated the links in the attached documents for the following McGraw Hill programs:

| Bid ID | Course ID | Course                               | Title                                    |
|--------|-----------|--------------------------------------|------------------------------------------|
| 410    | 5012030   | Grade One Mathematics                | Florida Reveal Math, Grade 1             |
| 414    | 5012070   | Grade Five Mathematics               | Florida Reveal Math, Grade 5             |
| 419    | 1205070   | Grade Eight Mathematics: Pre-Algebra | Florida Reveal Math, Grade 8 Pre-Algebra |
| 416    | 5012065   | Grade 4 Accelerated Mathematics      | Florida Reveal Math, Grade 4 Accelerated |

Please let us know if there are any other items we need to provide regarding our appeal.

Regards,  
Kim



**Kim Harvey**  
Sr. Director, RFP, Bids and Contracts  
McGraw Hill | School  
8787 Orion Place, Columbus, OH 43240  
P: 614-430-4434 | C: 614-286-6626  
[kim.harvey@mheducation.com](mailto:kim.harvey@mheducation.com)  
mheducation.com

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**From:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Sent:** Tuesday, May 17, 2022 11:36 AM EDT

**To:** Baumbach; Amber

**CC:** Bennett, Wayne; Patton, Sallie; Tullis, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter; Danaher, Cathleen

**Subject:** RE: McGraw Hill Grade 1 & Grade 8

**Attachment(s):** "image001.png", "image002.png", "image003.png", "image004.png"

Hi Amber,

This link is for the PDFs on WE Transfer. Sorry for the confusion. You can use this link <https://we.tl/t-qjCQyJ4ZNf> to download the PDFs for grade 8 due to file size.

Regards,  
Kim

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Sent:** Tuesday, May 17, 2022 11:17 AM

**To:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>

**Subject:** RE: McGraw Hill Grade 1 & Grade 8

**\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\***

Hi Kim,

Are these links in the spreadsheets you just sent updated to reflect the most recent changes? We are unable to get into this link for grade 8: <https://we.tl/t-qjCQyJ4ZNf> . We can use the spreadsheet as long as those reflect all the correct changes.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Sent:** Tuesday, May 17, 2022 11:01 AM

**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>

**Subject:** McGraw Hill Grade 1 & Grade 8

Hi Amber,

The changes we provided in PDF for grades 1 & 8 last Friday are now live. I attached the excel documents again for convenience. The links did not change.

Regards,  
Kim

---

**From:** Harvey, Kim

**Sent:** Monday, May 16, 2022 12:07 PM

**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen

<[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>

**Subject:** RE: McGraw Hill Grade 1

Hi Amber,  
Thank you for confirming.

Quick question: On grade 5, we see that Florida Reveal Math has a 62.8% alignment score. Will this be updated?

|                                     |     |       |
|-------------------------------------|-----|-------|
| <i>Florida Reveal Math, Grade K</i> | 4.4 | 81.0% |
| <i>Florida Reveal Math, Grade 1</i> | 4.0 | 81.0% |
| <i>Florida Reveal Math, Grade 2</i> | 4.4 | 97.1% |
| <i>Florida Reveal Math, Grade 3</i> | 4.6 | 92.7% |
| <i>Florida Reveal Math, Grade 4</i> | 4.7 | 92.4% |
| <i>Florida Reveal Math, Grade 5</i> | 4.0 | 62.8% |

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Sent:** Monday, May 16, 2022 11:25 AM

**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>

**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>

**Subject:** RE: McGraw Hill Grade 1

**\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\***

Yes, all of the special topic edits that were made for grades 1, 5, and 4 accelerated have been approved. I believe that the only grade pending now is grade 8 which is currently in standards review.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
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---

**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>

**Sent:** Friday, May 13, 2022 4:28 PM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>

**Subject:** RE: McGraw Hill Grade 1

Thank you for letting us know. We had two grades that only had special topics. Any news on these?

- Grade 5 – has this one been approved by chance so that the K-5 series can be approved?
- Grade 4 Accelerated

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, May 13, 2022 4:17 PM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** RE: McGraw Hill Grade 1

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Yes, special topics changes for grade 1 have also been approved.

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Friday, May 13, 2022 3:10 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** RE: McGraw Hill Grade 1

Hi Amber,  
Great news! Thank you for letting us know. Does this mean that grade 1 is all approved including any changes in special topics?

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, May 13, 2022 3:05 PM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** RE: McGraw Hill Grade 1

\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\*

Hi Kim,

This standard is now approved for Grade 1.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400

850-245-9115

DOE email signature

---

**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Friday, May 13, 2022 2:04 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** McGraw Hill Grade 1

Hi Amber,  
Thank you for the call this morning and reviewing comments with us.

Attached is the PDF of the grade 1 changes for standard MA.1.M.2.2 that we discussed during our call. As we agreed, we are sending updated PDFs immediately to show our changes.

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, May 13, 2022 10:27 AM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

**\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\***

Hi Kim,

Our content specialists have provided additional comments on the spreadsheet. I've set up a meeting for today at 11:00 am to discuss standards for grades 1 and 8. I'm also attaching the spreadsheets. Anything marked in green has been approved, anything marked in red needs additional discussion/edits.

McGraw Hill  
Fri, May 13, 2022 11:00 AM - 11:30 AM (EDT)

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Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Wednesday, May 11, 2022 10:51 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good morning,  
We are wondering what the next part of the appeal process is. Will there be further communication from the Bureau of Standards and Instructional Support?

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, May 9, 2022 2:30 PM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\*

Thanks, Kim! We will take a look and let you know next steps soon.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

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**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Monday, May 9, 2022 1:50 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good Afternoon,

Thank you for the feedback on our appeal spreadsheets. Based on this feedback, we have updated the links in the attached documents for the following McGraw Hill programs:

| Bid ID | Course ID | Course                               | Title                                    |
|--------|-----------|--------------------------------------|------------------------------------------|
| 410    | 5012030   | Grade One Mathematics                | Florida Reveal Math, Grade 1             |
| 414    | 5012070   | Grade Five Mathematics               | Florida Reveal Math, Grade 5             |
| 419    | 1205070   | Grade Eight Mathematics: Pre-Algebra | Florida Reveal Math, Grade 8 Pre-Algebra |
| 416    | 5012065   | Grade 4 Accelerated Mathematics      | Florida Reveal Math, Grade 4 Accelerated |

Please let us know if there are any other items we need to provide regarding our appeal.

Regards,  
Kim



**Kim Harvey**

Sr. Director, RFP, Bids and Contracts  
McGraw Hill | School  
8787 Orion Place, Columbus, OH 43240  
P: 614-430-4434 | C: 614-286-6626  
[kim.harvey@mheducation.com](mailto:kim.harvey@mheducation.com)  
mheducation.com

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**Sent:** Tuesday, May 17, 2022 11:15 AM EDT

**To:** Harvey; Kim

**CC:** Bennett, Wayne; Patton, Sallie; Tullis, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter; Danaher, Cathleen

**Subject:** RE: McGraw Hill Grade 1 & Grade 8

**Attachment(s):** "image001.png", "image002.png", "image003.png", "image004.png", "image005.png"

Hi Kim,

Are these links in the spreadsheets you just sent updated to reflect the most recent changes? We are unable to get into the link

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Sent:** Tuesday, May 17, 2022 11:01 AM

**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>

**Subject:** McGraw Hill Grade 1 & Grade 8

Hi Amber,

The changes we provided in PDF for grades 1 & 8 last Friday are now live. I attached the excel documents again for convenience. The links did not change.

Regards,  
Kim

---

**From:** Harvey, Kim

**Sent:** Monday, May 16, 2022 12:07 PM

**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>

**Subject:** RE: McGraw Hill Grade 1

Hi Amber,

Thank you for confirming.

Quick question: On grade 5, we see that Florida Reveal Math has a 62.8% alignment score. Will this be updated?

|                              |     |       |
|------------------------------|-----|-------|
| Florida Reveal Math, Grade K | 4.4 | 81.0% |
| Florida Reveal Math, Grade 1 | 4.0 | 81.0% |
| Florida Reveal Math, Grade 2 | 4.4 | 97.1% |
| Florida Reveal Math, Grade 3 | 4.6 | 92.7% |
| Florida Reveal Math, Grade 4 | 4.7 | 92.4% |
| Florida Reveal Math, Grade 5 | 4.0 | 62.8% |



Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, May 16, 2022 11:25 AM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** RE: McGraw Hill Grade 1

\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\*

Yes, all of the special topic edits that were made for grades 1, 5, and 4 accelerated have been approved. I believe that the only grade pending now is grade 8 which is currently in standards review.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Friday, May 13, 2022 4:28 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** RE: McGraw Hill Grade 1

Thank you for letting us know. We had two grades that only had special topics. Any news on these?

- Grade 5 – has this one been approved by chance so that the K-5 series can be approved?
- Grade 4 Accelerated

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, May 13, 2022 4:17 PM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** RE: McGraw Hill Grade 1

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Yes, special topics changes for grade 1 have also been approved.

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street

Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Friday, May 13, 2022 3:10 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullios, Lisa <[lisa.tullios@mheducation.com](mailto:lisa.tullios@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** RE: McGraw Hill Grade 1

Hi Amber,  
Great news! Thank you for letting us know. Does this mean that grade 1 is all approved including any changes in special topics?

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, May 13, 2022 3:05 PM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullios, Lisa <[lisa.tullios@mheducation.com](mailto:lisa.tullios@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** RE: McGraw Hill Grade 1

\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\*

Hi Kim,

This standard is now approved for Grade 1.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Friday, May 13, 2022 2:04 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullios, Lisa <[lisa.tullios@mheducation.com](mailto:lisa.tullios@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** McGraw Hill Grade 1

Hi Amber,  
Thank you for the call this morning and reviewing comments with us.

Attached is the PDF of the grade 1 changes for standard MA.1.M.2.2 that we discussed during our call. As we agreed, we are sending updated PDFs immediately to show our changes.

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, May 13, 2022 10:27 AM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

**\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\***

Hi Kim,

Our content specialists have provided additional comments on the spreadsheet. I've set up a meeting for today at 11:00 am to discuss standards for grades 1 and 8. I'm also attaching the spreadsheets. Anything marked in green has been approved, anything marked in red needs additional discussion/edits.

McGraw Hill  
Fri, May 13, 2022 11:00 AM - 11:30 AM (EDT)

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Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Wednesday, May 11, 2022 10:51 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good morning,

We are wondering what the next part of the appeal process is. Will there be further communication from the Bureau of Standards and Instructional Support?

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Sent:** Monday, May 9, 2022 2:30 PM

**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>

**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>

**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

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Thanks, Kim! We will take a look and let you know next steps soon.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>

**Sent:** Monday, May 9, 2022 1:50 PM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>

**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>

**Subject:** McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good Afternoon,

Thank you for the feedback on our appeal spreadsheets. Based on this feedback, we have updated the links in the attached documents for the following McGraw Hill programs:

| Bid ID | Course ID | Course                               | Title                                    |
|--------|-----------|--------------------------------------|------------------------------------------|
| 410    | 5012030   | Grade One Mathematics                | Florida Reveal Math, Grade 1             |
| 414    | 5012070   | Grade Five Mathematics               | Florida Reveal Math, Grade 5             |
| 419    | 1205070   | Grade Eight Mathematics: Pre-Algebra | Florida Reveal Math, Grade 8 Pre-Algebra |
| 416    | 5012065   | Grade 4 Accelerated Mathematics      | Florida Reveal Math, Grade 4 Accelerated |

Please let us know if there are any other items we need to provide regarding our appeal.

Regards,  
Kim



**Kim Harvey**

Sr. Director, RFP, Bids and Contracts  
McGraw Hill | School  
8787 Orion Place, Columbus, OH 43240  
P: 614-430-4434 | C: 614-286-6626  
[kim.harvey@mheducation.com](mailto:kim.harvey@mheducation.com)  
mheducation.com

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**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>  
**Sent:** Tuesday, May 17, 2022 11:40 AM EDT  
**To:** Harvey; Kim  
**CC:** Bennett, Wayne; Patton, Sallie; Tullis, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter; Danaher, Cathleen  
**Subject:** RE: McGraw Hill Grade 1 & Grade 8  
**Attachment(s):** "image001.png", "image002.png", "image003.png", "image004.png"

Hi Kim,

We are unable to access that link. It says "This site can't be reached." Do the WE transfer PDFs reflect the most up to date changes?

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Harvey, Kim <Kim.Harvey@mheducation.com>  
**Sent:** Tuesday, May 17, 2022 11:37 AM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>  
**Subject:** RE: McGraw Hill Grade 1 & Grade 8

Hi Amber,  
This link is for the PDFs on WE Transfer. Sorry for the confusion. You can use this link <https://we.tl/t-qiCQyJ4ZNf> to download the PDFs for grade 8 due to file size.

Regards,  
Kim

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Sent:** Tuesday, May 17, 2022 11:17 AM  
**To:** Harvey, Kim <Kim.Harvey@mheducation.com>  
**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>  
**Subject:** RE: McGraw Hill Grade 1 & Grade 8

\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\*

Hi Kim,

Are these links in the spreadsheets you just sent updated to reflect the most recent changes? We are unable to get into this link for grade 8: <https://we.tl/t-qiCQyJ4ZNf> . We can use the spreadsheet as long as those reflect all the correct changes.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

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**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Tuesday, May 17, 2022 11:01 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** McGraw Hill Grade 1 & Grade 8

Hi Amber,  
The changes we provided in PDF for grades 1 & 8 last Friday are now live. I attached the excel documents again for convenience. The links did not change.

Regards,  
Kim

---

**From:** Harvey, Kim  
**Sent:** Monday, May 16, 2022 12:07 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** RE: McGraw Hill Grade 1

Hi Amber,  
Thank you for confirming.

Quick question: On grade 5, we see that Florida Reveal Math has a 62.8% alignment score. Will this be updated?

|                                     |     |       |
|-------------------------------------|-----|-------|
| <i>Florida Reveal Math, Grade K</i> | 4.4 | 81.0% |
| <i>Florida Reveal Math, Grade 1</i> | 4.0 | 81.0% |
| <i>Florida Reveal Math, Grade 2</i> | 4.4 | 97.1% |
| <i>Florida Reveal Math, Grade 3</i> | 4.6 | 92.7% |
| <i>Florida Reveal Math, Grade 4</i> | 4.7 | 92.4% |
| <i>Florida Reveal Math, Grade 5</i> | 4.0 | 62.8% |

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, May 16, 2022 11:25 AM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** RE: McGraw Hill Grade 1

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grade pending now is grade 8 which is currently in standards review.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

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**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Friday, May 13, 2022 4:28 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** RE: McGraw Hill Grade 1

Thank you for letting us know. We had two grades that only had special topics. Any news on these?

- Grade 5 – has this one been approved by chance so that the K-5 series can be approved?
- Grade 4 Accelerated

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, May 13, 2022 4:17 PM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** RE: McGraw Hill Grade 1

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Yes, special topics changes for grade 1 have also been approved.

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

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**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Friday, May 13, 2022 3:10 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** RE: McGraw Hill Grade 1



Hi Amber,  
Great news! Thank you for letting us know. Does this mean that grade 1 is all approved including any changes in special topics?

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, May 13, 2022 3:05 PM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** RE: McGraw Hill Grade 1

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Hi Kim,

This standard is now approved for Grade 1.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
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**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Friday, May 13, 2022 2:04 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** McGraw Hill Grade 1

Hi Amber,  
Thank you for the call this morning and reviewing comments with us.

Attached is the PDF of the grade 1 changes for standard MA.1.M.2.2 that we discussed during our call. As we agreed, we are sending updated PDFs immediately to show our changes.

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, May 13, 2022 10:27 AM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

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Hi Kim,

Our content specialists have provided additional comments on the spreadsheet. I've set up a meeting for today at 11:00 am to

discuss standards for grades 1 and 8. I'm also attaching the spreadsheets. Anything marked in green has been approved, anything marked in red needs additional discussion/edits.

McGraw Hill  
Fri, May 13, 2022 11:00 AM - 11:30 AM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**  
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**You can also dial in using your phone.**  
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Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
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---

**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Wednesday, May 11, 2022 10:51 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good morning,  
We are wondering what the next part of the appeal process is. Will there be further communication from the Bureau of Standards and Instructional Support?

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, May 9, 2022 2:30 PM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

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Thanks, Kim! We will take a look and let you know next steps soon.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support

Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

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**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Monday, May 9, 2022 1:50 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good Afternoon,

Thank you for the feedback on our appeal spreadsheets. Based on this feedback, we have updated the links in the attached documents for the following McGraw Hill programs:

| Bid ID | Course ID | Course                               | Title                                    |
|--------|-----------|--------------------------------------|------------------------------------------|
| 410    | 5012030   | Grade One Mathematics                | Florida Reveal Math, Grade 1             |
| 414    | 5012070   | Grade Five Mathematics               | Florida Reveal Math, Grade 5             |
| 419    | 1205070   | Grade Eight Mathematics: Pre-Algebra | Florida Reveal Math, Grade 8 Pre-Algebra |
| 416    | 5012065   | Grade 4 Accelerated Mathematics      | Florida Reveal Math, Grade 4 Accelerated |

Please let us know if there are any other items we need to provide regarding our appeal.

Regards,  
Kim



**Kim Harvey**

Sr. Director, RFP, Bids and Contracts  
McGraw Hill | School  
8787 Orion Place, Columbus, OH 43240  
P: 614-430-4434 | C: 614-286-6626  
[kim.harvey@mheducation.com](mailto:kim.harvey@mheducation.com)  
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**From:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Sent:** Tuesday, May 17, 2022 11:41 AM EDT

**To:** Baumbach; Amber

**CC:** Bennett, Wayne; Patton, Sallie; Tullis, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter; Danaher, Cathleen

**Subject:** RE: McGraw Hill Grade 1 & Grade 8

**Attachment(s):** "image001.png", "image002.png", "image003.png", "image004.png"

Yes, they do. I can send separate emails of the PDFs instead.

Regards,  
Kim

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Sent:** Tuesday, May 17, 2022 11:41 AM

**To:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>

**Subject:** RE: McGraw Hill Grade 1 & Grade 8

\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\*

Hi Kim,

We are unable to access that link. It says "This site can't be reached." Do the WE transfer PDFs reflect the most up to date changes?

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Sent:** Tuesday, May 17, 2022 11:37 AM

**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>

**Subject:** RE: McGraw Hill Grade 1 & Grade 8

Hi Amber,

This link is for the PDFs on WE Transfer. Sorry for the confusion. You can use this link <https://we.tl/t-qjCQyJ4ZNf> to download the PDFs for grade 8 due to file size.

Regards,  
Kim

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Sent:** Tuesday, May 17, 2022 11:17 AM

**To:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>

**Subject:** RE: McGraw Hill Grade 1 & Grade 8

\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\*

Hi Kim,

Are these links in the spreadsheets you just sent updated to reflect the most recent changes? We are unable to get into this link for grade 8: <https://we.tl/t-qjCQyJ4ZNF> . We can use the spreadsheet as long as those reflect all the correct changes.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

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**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Tuesday, May 17, 2022 11:01 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** McGraw Hill Grade 1 & Grade 8

Hi Amber,  
The changes we provided in PDF for grades 1 & 8 last Friday are now live. I attached the excel documents again for convenience. The links did not change.

Regards,  
Kim

---

**From:** Harvey, Kim  
**Sent:** Monday, May 16, 2022 12:07 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** RE: McGraw Hill Grade 1

Hi Amber,  
Thank you for confirming.

Quick question: On grade 5, we see that Florida Reveal Math has a 62.8% alignment score. Will this be updated?

|                              |     |       |
|------------------------------|-----|-------|
| Florida Reveal Math, Grade K | 4.4 | 81.0% |
| Florida Reveal Math, Grade 1 | 4.0 | 81.0% |
| Florida Reveal Math, Grade 2 | 4.4 | 97.1% |
| Florida Reveal Math, Grade 3 | 4.6 | 92.7% |
| Florida Reveal Math, Grade 4 | 4.7 | 92.4% |
| Florida Reveal Math, Grade 5 | 4.0 | 62.8% |

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, May 16, 2022 11:25 AM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** RE: McGraw Hill Grade 1

\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\*

Yes, all of the special topic edits that were made for grades 1, 5, and 4 accelerated have been approved. I believe that the only grade pending now is grade 8 which is currently in standards review.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Friday, May 13, 2022 4:28 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** RE: McGraw Hill Grade 1

Thank you for letting us know. We had two grades that only had special topics. Any news on these?

- Grade 5 – has this one been approved by chance so that the K-5 series can be approved?
- Grade 4 Accelerated

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, May 13, 2022 4:17 PM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** RE: McGraw Hill Grade 1

\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\*

Yes, special topics changes for grade 1 have also been approved.

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400

850-245-9115

DOE email signature

---

**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>

**Sent:** Friday, May 13, 2022 3:10 PM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>

**Subject:** RE: McGraw Hill Grade 1

Hi Amber,

Great news! Thank you for letting us know. Does this mean that grade 1 is all approved including any changes in special topics?

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Sent:** Friday, May 13, 2022 3:05 PM

**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>

**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>

**Subject:** RE: McGraw Hill Grade 1

**\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\***

Hi Kim,

This standard is now approved for Grade 1.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>

**Sent:** Friday, May 13, 2022 2:04 PM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>

**Subject:** McGraw Hill Grade 1

Hi Amber,

Thank you for the call this morning and reviewing comments with us.

Attached is the PDF of the grade 1 changes for standard MA.1.M.2.2 that we discussed during our call. As we agreed, we are sending updated PDFs immediately to show our changes.

Regards,



Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, May 13, 2022 10:27 AM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

**\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\***

Hi Kim,

Our content specialists have provided additional comments on the spreadsheet. I've set up a meeting for today at 11:00 am to discuss standards for grades 1 and 8. I'm also attaching the spreadsheets. Anything marked in green has been approved, anything marked in red needs additional discussion/edits.

McGraw Hill  
Fri, May 13, 2022 11:00 AM - 11:30 AM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**  
<https://meet.goto.com/688621613>

**You can also dial in using your phone.**  
United States (Toll Free): [1 866 899 4679](tel:18668994679)  
United States: [+1 \(571\) 317-3116](tel:+15713173116)

**Access Code:** 688-621-613

**Join from a video-conferencing room or system.**  
Dial in or type: 67.217.95.2 or inroomlink.goto.com  
Meeting ID: 688 621 613  
Or dial directly: [688621613@67.217.95.2](tel:688621613@67.217.95.2) or 67.217.95.2##688621613

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Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Wednesday, May 11, 2022 10:51 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good morning,  
We are wondering what the next part of the appeal process is. Will there be further communication from the Bureau of Standards and Instructional Support?

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, May 9, 2022 2:30 PM

**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

**\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\***

Thanks, Kim! We will take a look and let you know next steps soon.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Monday, May 9, 2022 1:50 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good Afternoon,

Thank you for the feedback on our appeal spreadsheets. Based on this feedback, we have updated the links in the attached documents for the following McGraw Hill programs:

| Bid ID | Course ID | Course                               | Title                                    |
|--------|-----------|--------------------------------------|------------------------------------------|
| 410    | 5012030   | Grade One Mathematics                | Florida Reveal Math, Grade 1             |
| 414    | 5012070   | Grade Five Mathematics               | Florida Reveal Math, Grade 5             |
| 419    | 1205070   | Grade Eight Mathematics: Pre-Algebra | Florida Reveal Math, Grade 8 Pre-Algebra |
| 416    | 5012065   | Grade 4 Accelerated Mathematics      | Florida Reveal Math, Grade 4 Accelerated |

Please let us know if there are any other items we need to provide regarding our appeal.

Regards,  
Kim



**Kim Harvey**  
Sr. Director, RFP, Bids and Contracts  
McGraw Hill | School  
8787 Orion Place, Columbus, OH 43240  
P: 614-430-4434 | C: 614-286-6626  
[kim.harvey@mheducation.com](mailto:kim.harvey@mheducation.com)  
mheducation.com

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**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>  
**Sent:** Thursday, May 19, 2022 3:46 PM EDT  
**To:** Harvey; Kim  
**CC:** Bennett, Wayne; Patton, Sallie; Tullis, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter; Danaher, Cathleen  
**Subject:** RE: McGraw Hill Grade 1  
**Attachment(s):** "image001.png", "image003.png", "image004.png", "image002.png"

Hi Kim,

Grade 5 was only flagged for special topics issues and not standards. Therefore the score will not be changing as there have been no updates to standards.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Harvey, Kim <Kim.Harvey@mheducation.com>  
**Sent:** Monday, May 16, 2022 12:07 PM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>  
**Subject:** RE: McGraw Hill Grade 1

Hi Amber,  
Thank you for confirming.

Quick question: On grade 5, we see that Florida Reveal Math has a 62.8% alignment score. Will this be updated?

|                                     |     |       |
|-------------------------------------|-----|-------|
| <i>Florida Reveal Math, Grade K</i> | 4.4 | 81.0% |
| <i>Florida Reveal Math, Grade 1</i> | 4.0 | 81.0% |
| <i>Florida Reveal Math, Grade 2</i> | 4.4 | 97.1% |
| <i>Florida Reveal Math, Grade 3</i> | 4.6 | 92.7% |
| <i>Florida Reveal Math, Grade 4</i> | 4.7 | 92.4% |
| <i>Florida Reveal Math, Grade 5</i> | 4.0 | 62.8% |

Regards,  
Kim

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Sent:** Monday, May 16, 2022 11:25 AM  
**To:** Harvey, Kim <Kim.Harvey@mheducation.com>  
**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>  
**Subject:** RE: McGraw Hill Grade 1

\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\*

Yes, all of the special topic edits that were made for grades 1, 5, and 4 accelerated have been approved. I believe that the only grade pending now is grade 8 which is currently in standards review.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Friday, May 13, 2022 4:28 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** RE: McGraw Hill Grade 1

Thank you for letting us know. We had two grades that only had special topics. Any news on these?

- Grade 5 – has this one been approved by chance so that the K-5 series can be approved?
- Grade 4 Accelerated

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, May 13, 2022 4:17 PM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** RE: McGraw Hill Grade 1

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Yes, special topics changes for grade 1 have also been approved.

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
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---

**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Friday, May 13, 2022 3:10 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>;

Rivers1, Angelia <[Angelina.Rivers1@fldoe.org](mailto:Angelina.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>

**Subject:** RE: McGraw Hill Grade 1

Hi Amber,

Great news! Thank you for letting us know. Does this mean that grade 1 is all approved including any changes in special topics?

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Sent:** Friday, May 13, 2022 3:05 PM

**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>

**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelina.Rivers1@fldoe.org](mailto:Angelina.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>

**Subject:** RE: McGraw Hill Grade 1

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Hi Kim,

This standard is now approved for Grade 1.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

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---

**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>

**Sent:** Friday, May 13, 2022 2:04 PM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelina.Rivers1@fldoe.org](mailto:Angelina.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>

**Subject:** McGraw Hill Grade 1

Hi Amber,

Thank you for the call this morning and reviewing comments with us.

Attached is the PDF of the grade 1 changes for standard MA.1.M.2.2 that we discussed during our call. As we agreed, we are sending updated PDFs immediately to show our changes.

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Sent:** Friday, May 13, 2022 10:27 AM

**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>

**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelina.Rivers1@fldoe.org](mailto:Angelina.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>

**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

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Hi Kim,

Our content specialists have provided additional comments on the spreadsheet. I've set up a meeting for today at 11:00 am to discuss standards for grades 1 and 8. I'm also attaching the spreadsheets. Anything marked in green has been approved, anything marked in red needs additional discussion/edits.

McGraw Hill  
Fri, May 13, 2022 11:00 AM - 11:30 AM (EDT)

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<https://meet.goto.com/688621613>

**You can also dial in using your phone.**

United States (Toll Free): [1 866 899 4679](tel:18668994679)

United States: [+1 \(571\) 317-3116](tel:+15713173116)

**Access Code:** 688-621-613

**Join from a video-conferencing room or system.**

Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 688 621 613

Or dial directly: [688621613@67.217.95.2](tel:688621613@67.217.95.2) or 67.217.95.2##688621613

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Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

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**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Wednesday, May 11, 2022 10:51 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good morning,

We are wondering what the next part of the appeal process is. Will there be further communication from the Bureau of Standards and Instructional Support?

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, May 9, 2022 2:30 PM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

**\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\***

Thanks, Kim! We will take a look and let you know next steps soon.

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Monday, May 9, 2022 1:50 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good Afternoon,

Thank you for the feedback on our appeal spreadsheets. Based on this feedback, we have updated the links in the attached documents for the following McGraw Hill programs:

| Bid ID | Course ID | Course                               | Title                                    |
|--------|-----------|--------------------------------------|------------------------------------------|
| 410    | 5012030   | Grade One Mathematics                | Florida Reveal Math, Grade 1             |
| 414    | 5012070   | Grade Five Mathematics               | Florida Reveal Math, Grade 5             |
| 419    | 1205070   | Grade Eight Mathematics: Pre-Algebra | Florida Reveal Math, Grade 8 Pre-Algebra |
| 416    | 5012065   | Grade 4 Accelerated Mathematics      | Florida Reveal Math, Grade 4 Accelerated |

Please let us know if there are any other items we need to provide regarding our appeal.

Regards,  
Kim



**Kim Harvey**

Sr. Director, RFP, Bids and Contracts  
McGraw Hill | School  
8787 Orion Place, Columbus, OH 43240  
P: 614-430-4434 | C: 614-286-6626  
[kim.harvey@mheducation.com](mailto:kim.harvey@mheducation.com)  
mheducation.com

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**From:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Sent:** Monday, May 16, 2022 12:06 PM EDT

**To:** Baumbach; Amber

**CC:** Bennett, Wayne; Patton, Sallie; Tullis, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter; Danaher, Cathleen

**Subject:** RE: McGraw Hill Grade 1

**Attachment(s):** "image001.png", "image002.png", "image003.png", "image004.png"

Hi Amber,

Thank you for confirming.

Quick question: On grade 5, we see that Florida Reveal Math has a 62.8% alignment score. Will this be updated?

|                                     |     |       |
|-------------------------------------|-----|-------|
| <i>Florida Reveal Math, Grade K</i> | 4.4 | 81.0% |
| <i>Florida Reveal Math, Grade 1</i> | 4.0 | 81.0% |
| <i>Florida Reveal Math, Grade 2</i> | 4.4 | 97.1% |
| <i>Florida Reveal Math, Grade 3</i> | 4.6 | 92.7% |
| <i>Florida Reveal Math, Grade 4</i> | 4.7 | 92.4% |
| <i>Florida Reveal Math, Grade 5</i> | 4.0 | 62.8% |

Regards,

Kim

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Sent:** Monday, May 16, 2022 11:25 AM

**To:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>

**Subject:** RE: McGraw Hill Grade 1

**\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\***

Yes, all of the special topic edits that were made for grades 1, 5, and 4 accelerated have been approved. I believe that the only grade pending now is grade 8 which is currently in standards review.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

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**From:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Sent:** Friday, May 13, 2022 4:28 PM

**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>

**Subject:** RE: McGraw Hill Grade 1

Thank you for letting us know. We had two grades that only had special topics. Any news on these?

- Grade 5 – has this one been approved by chance so that the K-5 series can be approved?
- Grade 4 Accelerated

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, May 13, 2022 4:17 PM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** RE: McGraw Hill Grade 1

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Yes, special topics changes for grade 1 have also been approved.

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

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**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Friday, May 13, 2022 3:10 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** RE: McGraw Hill Grade 1

Hi Amber,  
Great news! Thank you for letting us know. Does this mean that grade 1 is all approved including any changes in special topics?

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, May 13, 2022 3:05 PM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** RE: McGraw Hill Grade 1

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Hi Kim,

This standard is now approved for Grade 1.

Thank you,

Amber Baumbach

Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
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**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Friday, May 13, 2022 2:04 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** McGraw Hill Grade 1

Hi Amber,  
Thank you for the call this morning and reviewing comments with us.

Attached is the PDF of the grade 1 changes for standard MA.1.M.2.2 that we discussed during our call. As we agreed, we are sending updated PDFs immediately to show our changes.

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, May 13, 2022 10:27 AM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

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Hi Kim,

Our content specialists have provided additional comments on the spreadsheet. I've set up a meeting for today at 11:00 am to discuss standards for grades 1 and 8. I'm also attaching the spreadsheets. Anything marked in green has been approved, anything marked in red needs additional discussion/edits.

McGraw Hill  
Fri, May 13, 2022 11:00 AM - 11:30 AM (EDT)

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Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist

Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
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**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Wednesday, May 11, 2022 10:51 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good morning,  
We are wondering what the next part of the appeal process is. Will there be further communication from the Bureau of Standards and Instructional Support?

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, May 9, 2022 2:30 PM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

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Thanks, Kim! We will take a look and let you know next steps soon.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
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**Subject:** McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good Afternoon,

Thank you for the feedback on our appeal spreadsheets. Based on this feedback, we have updated the links in the attached documents for the following McGraw Hill programs:

| Bid ID | Course ID | Course                 | Title                        |
|--------|-----------|------------------------|------------------------------|
| 410    | 5012030   | Grade One Mathematics  | Florida Reveal Math, Grade 1 |
| 414    | 5012070   | Grade Five Mathematics | Florida Reveal Math, Grade 5 |

Please let us know if there are any other items we need to provide regarding our appeal.

Regards,  
Kim



**Kim Harvey**

Sr. Director, RFP, Bids and Contracts  
McGraw Hill | School  
8787 Orion Place, Columbus, OH 43240  
P: 614-430-4434 | C: 614-286-6626  
[kim.harvey@mheducation.com](mailto:kim.harvey@mheducation.com)  
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**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>  
**Sent:** Friday, May 13, 2022 3:05 PM EDT  
**To:** Harvey; Kim  
**CC:** Bennett, Wayne; Patton, Sallie; Tullis, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter; Danaher, Cathleen  
**Subject:** RE: McGraw Hill Grade 1  
**Attachment(s):** "image001.png", "image002.png"

Hi Kim,

This standard is now approved for Grade 1.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

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**From:** Harvey, Kim <Kim.Harvey@mheducation.com>  
**Sent:** Friday, May 13, 2022 2:04 PM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>  
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Hi Amber,  
Thank you for the call this morning and reviewing comments with us.

Attached is the PDF of the grade 1 changes for standard MA.1.M.2.2 that we discussed during our call. As we agreed, we are sending updated PDFs immediately to show our changes.

Regards,  
Kim

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**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

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Hi Kim,

Our content specialists have provided additional comments on the spreadsheet. I've set up a meeting for today at 11:00 am to discuss standards for grades 1 and 8. I'm also attaching the spreadsheets. Anything marked in green has been approved, anything marked in red needs additional discussion/edits.

McGraw Hill  
Fri, May 13, 2022 11:00 AM - 11:30 AM (EDT)

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**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good morning,

We are wondering what the next part of the appeal process is. Will there be further communication from the Bureau of Standards and Instructional Support?

Regards,  
Kim

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**Sent:** Monday, May 9, 2022 2:30 PM

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**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

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Thanks, Kim! We will take a look and let you know next steps soon.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

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**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>

**Sent:** Monday, May 9, 2022 1:50 PM



**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullios, Lisa <[lisa.tullios@mheducation.com](mailto:lisa.tullios@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good Afternoon,

Thank you for the feedback on our appeal spreadsheets. Based on this feedback, we have updated the links in the attached documents for the following McGraw Hill programs:

| Bid ID | Course ID | Course                               | Title                                    |
|--------|-----------|--------------------------------------|------------------------------------------|
| 410    | 5012030   | Grade One Mathematics                | Florida Reveal Math, Grade 1             |
| 414    | 5012070   | Grade Five Mathematics               | Florida Reveal Math, Grade 5             |
| 419    | 1205070   | Grade Eight Mathematics: Pre-Algebra | Florida Reveal Math, Grade 8 Pre-Algebra |
| 416    | 5012065   | Grade 4 Accelerated Mathematics      | Florida Reveal Math, Grade 4 Accelerated |

Please let us know if there are any other items we need to provide regarding our appeal.

Regards,  
Kim



**Kim Harvey**

Sr. Director, RFP, Bids and Contracts  
McGraw Hill | School  
8787 Orion Place, Columbus, OH 43240  
P: 614-430-4434 | C: 614-286-6626  
[kim.harvey@mheducation.com](mailto:kim.harvey@mheducation.com)  
mheducation.com

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**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>

**Sent:** Friday, May 13, 2022 4:16 PM EDT

**To:** Harvey; Kim

**CC:** Bennett, Wayne; Patton, Sallie; Tullos, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter; Danaher, Cathleen

**Subject:** RE: McGraw Hill Grade 1

**Attachment(s):** "image001.png", "image002.png"

Yes, special topics changes for grade 1 have also been approved.

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
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**From:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Sent:** Friday, May 13, 2022 3:10 PM

**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa <lisa.tullos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>

**Subject:** RE: McGraw Hill Grade 1

Hi Amber,

Great news! Thank you for letting us know. Does this mean that grade 1 is all approved including any changes in special topics?

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Sent:** Friday, May 13, 2022 3:05 PM

**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>

**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>

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Hi Kim,

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Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
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McGraw Hill

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**Sent:** Monday, May 9, 2022 1:50 PM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>

**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>

**Subject:** McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good Afternoon,

Thank you for the feedback on our appeal spreadsheets. Based on this feedback, we have updated the links in the attached documents for the following McGraw Hill programs:

| Bid ID | Course ID | Course                               | Title                                    |
|--------|-----------|--------------------------------------|------------------------------------------|
| 410    | 5012030   | Grade One Mathematics                | Florida Reveal Math, Grade 1             |
| 414    | 5012070   | Grade Five Mathematics               | Florida Reveal Math, Grade 5             |
| 419    | 1205070   | Grade Eight Mathematics: Pre-Algebra | Florida Reveal Math, Grade 8 Pre-Algebra |
| 416    | 5012065   | Grade 4 Accelerated Mathematics      | Florida Reveal Math, Grade 4 Accelerated |

Please let us know if there are any other items we need to provide regarding our appeal.

Regards,  
Kim



**Kim Harvey**  
Sr. Director, RFP, Bids and Contracts  
McGraw Hill School

8787 Orion Place, Columbus, OH 43240  
P: 614-430-4434 | C: 614-286-6626  
[kim.harvey@mheducation.com](mailto:kim.harvey@mheducation.com)  
mheducation.com

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**From:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Sent:** Friday, May 13, 2022 4:27 PM EDT

**To:** Baumbach; Amber

**CC:** Bennett, Wayne; Patton, Sallie; Tullis, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter; Danaher, Cathleen

**Subject:** RE: McGraw Hill Grade 1

**Attachment(s):** "image001.png", "image002.png"

Thank you for letting us know. We had two grades that only had special topics. Any news on these?

- Grade 5 – has this one been approved by chance so that the K-5 series can be approved?
- Grade 4 Accelerated

Regards,  
Kim

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Sent:** Friday, May 13, 2022 4:17 PM

**To:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>

**Subject:** RE: McGraw Hill Grade 1

\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\*

Yes, special topics changes for grade 1 have also been approved.

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Sent:** Friday, May 13, 2022 3:10 PM

**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>

**Subject:** RE: McGraw Hill Grade 1

Hi Amber,

Great news! Thank you for letting us know. Does this mean that grade 1 is all approved including any changes in special topics?

Regards,  
Kim

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Sent:** Friday, May 13, 2022 3:05 PM

**To:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>

**Subject:** RE: McGraw Hill Grade 1

\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\*

Hi Kim,

This standard is now approved for Grade 1.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Friday, May 13, 2022 2:04 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** McGraw Hill Grade 1

Hi Amber,  
Thank you for the call this morning and reviewing comments with us.

Attached is the PDF of the grade 1 changes for standard MA.1.M.2.2 that we discussed during our call. As we agreed, we are sending updated PDFs immediately to show our changes.

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, May 13, 2022 10:27 AM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

**\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\***

Hi Kim,

Our content specialists have provided additional comments on the spreadsheet. I've set up a meeting for today at 11:00 am to discuss standards for grades 1 and 8. I'm also attaching the spreadsheets. Anything marked in green has been approved, anything marked in red needs additional discussion/edits.

McGraw Hill  
Fri, May 13, 2022 11:00 AM - 11:30 AM (EDT)

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**Join from a video-conferencing room or system.**  
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Meeting ID: 688 621 613  
Or dial directly: [688621613@67.217.95.2](tel:688621613@67.217.95.2) or 67.217.95.2##688621613

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Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Wednesday, May 11, 2022 10:51 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good morning,

We are wondering what the next part of the appeal process is. Will there be further communication from the Bureau of Standards and Instructional Support?

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, May 9, 2022 2:30 PM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

**\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\***

Thanks, Kim! We will take a look and let you know next steps soon.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

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**Sent:** Monday, May 9, 2022 1:50 PM  
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**Subject:** McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated



Good Afternoon,

Thank you for the feedback on our appeal spreadsheets. Based on this feedback, we have updated the links in the attached documents for the following McGraw Hill programs:

| Bid ID | Course ID | Course                               | Title                                    |
|--------|-----------|--------------------------------------|------------------------------------------|
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| 414    | 5012070   | Grade Five Mathematics               | Florida Reveal Math, Grade 5             |
| 419    | 1205070   | Grade Eight Mathematics: Pre-Algebra | Florida Reveal Math, Grade 8 Pre-Algebra |
| 416    | 5012065   | Grade 4 Accelerated Mathematics      | Florida Reveal Math, Grade 4 Accelerated |

Please let us know if there are any other items we need to provide regarding our appeal.

Regards,  
Kim



**Kim Harvey**

Sr. Director, RFP, Bids and Contracts  
McGraw Hill | School  
8787 Orion Place, Columbus, OH 43240  
P: 614-430-4434 | C: 614-286-6626  
[kim.harvey@mheducation.com](mailto:kim.harvey@mheducation.com)  
mheducation.com

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**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>

**Sent:** Monday, May 16, 2022 11:24 AM EDT

**To:** Harvey; Kim

**CC:** Bennett, Wayne; Patton, Sallie; Tullos, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter; Danaher, Cathleen

**Subject:** RE: McGraw Hill Grade 1

**Attachment(s):** "image001.png", "image003.png"

Yes, all of the special topic edits that were made for grades 1, 5, and 4 accelerated have been approved. I believe that the only grade pending now is grade 8 which is currently in standards review.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Sent:** Friday, May 13, 2022 4:28 PM

**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa <lisa.tullos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>

**Subject:** RE: McGraw Hill Grade 1

Thank you for letting us know. We had two grades that only had special topics. Any news on these?

- Grade 5 – has this one been approved by chance so that the K-5 series can be approved?
- Grade 4 Accelerated

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Sent:** Friday, May 13, 2022 4:17 PM

**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>

**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>

**Subject:** RE: McGraw Hill Grade 1

**\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\***

Yes, special topics changes for grade 1 have also been approved.

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

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**Sent:** Friday, May 13, 2022 3:10 PM  
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**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tulllos, Lisa <[lisa.tulllos@mheducation.com](mailto:lisa.tulllos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** RE: McGraw Hill Grade 1

Hi Amber,  
Great news! Thank you for letting us know. Does this mean that grade 1 is all approved including any changes in special topics?

Regards,  
Kim

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**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, May 13, 2022 3:05 PM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tulllos, Lisa <[lisa.tulllos@mheducation.com](mailto:lisa.tulllos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** RE: McGraw Hill Grade 1

\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\*

Hi Kim,

This standard is now approved for Grade 1.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

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**Sent:** Friday, May 13, 2022 2:04 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tulllos, Lisa <[lisa.tulllos@mheducation.com](mailto:lisa.tulllos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>; Danaher, Cathleen <[cathleen.danaher@mheducation.com](mailto:cathleen.danaher@mheducation.com)>  
**Subject:** McGraw Hill Grade 1

Hi Amber,  
Thank you for the call this morning and reviewing comments with us.

Attached is the PDF of the grade 1 changes for standard MA.1.M.2.2 that we discussed during our call. As we agreed, we are sending updated PDFs immediately to show our changes.

Regards,  
Kim

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**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tulllos, Lisa <[lisa.tulllos@mheducation.com](mailto:lisa.tulllos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>;

Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>

**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

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Hi Kim,

Our content specialists have provided additional comments on the spreadsheet. I've set up a meeting for today at 11:00 am to discuss standards for grades 1 and 8. I'm also attaching the spreadsheets. Anything marked in green has been approved, anything marked in red needs additional discussion/edits.

McGraw Hill  
Fri, May 13, 2022 11:00 AM - 11:30 AM (EDT)

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Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
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**Sent:** Wednesday, May 11, 2022 10:51 AM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>

**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>

**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good morning,

We are wondering what the next part of the appeal process is. Will there be further communication from the Bureau of Standards and Instructional Support?

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Sent:** Monday, May 9, 2022 2:30 PM

**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>

**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullis, Lisa <[lisa.tullis@mheducation.com](mailto:lisa.tullis@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>

**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

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Thanks, Kim! We will take a look and let you know next steps soon.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
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**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Monday, May 9, 2022 1:50 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good Afternoon,

Thank you for the feedback on our appeal spreadsheets. Based on this feedback, we have updated the links in the attached documents for the following McGraw Hill programs:

| Bid ID | Course ID | Course                               | Title                                    |
|--------|-----------|--------------------------------------|------------------------------------------|
| 410    | 5012030   | Grade One Mathematics                | Florida Reveal Math, Grade 1             |
| 414    | 5012070   | Grade Five Mathematics               | Florida Reveal Math, Grade 5             |
| 419    | 1205070   | Grade Eight Mathematics: Pre-Algebra | Florida Reveal Math, Grade 8 Pre-Algebra |
| 416    | 5012065   | Grade 4 Accelerated Mathematics      | Florida Reveal Math, Grade 4 Accelerated |

Please let us know if there are any other items we need to provide regarding our appeal.

Regards,  
Kim



**Kim Harvey**  
Sr. Director, RFP, Bids and Contracts  
McGraw Hill | School  
8787 Orion Place, Columbus, OH 43240  
P: 614-430-4434 | C: 614-286-6626  
[kim.harvey@mheducation.com](mailto:kim.harvey@mheducation.com)  
mheducation.com

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**Sent:** Monday, May 16, 2022 11:22 AM EDT

**To:** Harvey; Kim

**CC:** Bennett, Wayne; Patton, Sallie; Tullos, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter; Danaher, Cathleen

**Subject:** RE: McGraw Hill Grade 1

**Attachment(s):** "image001.png", "image002.png", "image003.png"

Yes, all of the special topic edits that were made have been approved. I believe that the only grade pending now is grade 8 which is in standards review.

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Sent:** Friday, May 13, 2022 4:28 PM

**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa <lisa.tullos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>

**Subject:** RE: McGraw Hill Grade 1

Thank you for letting us know. We had two grades that only had special topics. Any news on these?

- Grade 5 – has this one been approved by chance so that the K-5 series can be approved?
- Grade 4 Accelerated

Regards,  
Kim

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Sent:** Friday, May 13, 2022 4:17 PM

**To:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa <lisa.tullos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>

**Subject:** RE: McGraw Hill Grade 1

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Yes, special topics changes for grade 1 have also been approved.

Amber Baumbach  
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Bureau of Standards and Instructional Support  
Florida Department of Education  
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**Sent:** Friday, May 13, 2022 3:10 PM

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**Subject:** RE: McGraw Hill Grade 1

Hi Amber,  
Great news! Thank you for letting us know. Does this mean that grade 1 is all approved including any changes in special topics?

Regards,  
Kim

---

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Hi Kim,

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Thank you,

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**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated



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McGraw Hill  
Fri, May 13, 2022 11:00 AM - 11:30 AM (EDT)

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Thank you,

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Library Media & Instructional Materials Program Specialist  
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**Sent:** Wednesday, May 11, 2022 10:51 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good morning,  
We are wondering what the next part of the appeal process is. Will there be further communication from the Bureau of Standards and Instructional Support?

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, May 9, 2022 2:30 PM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\*

Thanks, Kim! We will take a look and let you know next steps soon.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

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**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Monday, May 9, 2022 1:50 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tulllos, Lisa <[lisa.tulllos@mheducation.com](mailto:lisa.tulllos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good Afternoon,

Thank you for the feedback on our appeal spreadsheets. Based on this feedback, we have updated the links in the attached documents for the following McGraw Hill programs:

| Bid ID | Course ID | Course                               | Title                                    |
|--------|-----------|--------------------------------------|------------------------------------------|
| 410    | 5012030   | Grade One Mathematics                | Florida Reveal Math, Grade 1             |
| 414    | 5012070   | Grade Five Mathematics               | Florida Reveal Math, Grade 5             |
| 419    | 1205070   | Grade Eight Mathematics: Pre-Algebra | Florida Reveal Math, Grade 8 Pre-Algebra |
| 416    | 5012065   | Grade 4 Accelerated Mathematics      | Florida Reveal Math, Grade 4 Accelerated |

Please let us know if there are any other items we need to provide regarding our appeal.

Regards,  
Kim



**Kim Harvey**  
Sr. Director, RFP, Bids and Contracts  
McGraw Hill | School  
8787 Orion Place, Columbus, OH 43240  
P: 614-430-4434 | C: 614-286-6626  
[kim.harvey@mheducation.com](mailto:kim.harvey@mheducation.com)  
mheducation.com

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**From:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Sent:** Friday, May 13, 2022 3:09 PM EDT

**To:** Baumbach; Amber

**CC:** Bennett, Wayne; Patton, Sallie; Tullis, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter; Danaher, Cathleen

**Subject:** RE: McGraw Hill Grade 1

**Attachment(s):** "image001.png", "image002.png"

Hi Amber,

Great news! Thank you for letting us know. Does this mean that grade 1 is all approved including any changes in special topics?

Regards,

Kim

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Sent:** Friday, May 13, 2022 3:05 PM

**To:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>

**Subject:** RE: McGraw Hill Grade 1

**\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\***

Hi Kim,

This standard is now approved for Grade 1.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

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**From:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Sent:** Friday, May 13, 2022 2:04 PM

**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>

**Subject:** McGraw Hill Grade 1

Hi Amber,

Thank you for the call this morning and reviewing comments with us.

Attached is the PDF of the grade 1 changes for standard MA.1.M.2.2 that we discussed during our call. As we agreed, we are sending updated PDFs immediately to show our changes.

Regards,

Kim

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Sent:** Friday, May 13, 2022 10:27 AM

**To:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullis, Lisa <lisa.tullis@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>

**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

**\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\***

Hi Kim,

Our content specialists have provided additional comments on the spreadsheet. I've set up a meeting for today at 11:00 am to discuss standards for grades 1 and 8. I'm also attaching the spreadsheets. Anything marked in green has been approved, anything marked in red needs additional discussion/edits.

McGraw Hill  
Fri, May 13, 2022 11:00 AM - 11:30 AM (EDT)

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Thank you,

Amber Baumbach  
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Florida Department of Education  
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Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue

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Good morning,

We are wondering what the next part of the appeal process is. Will there be further communication from the Bureau of Standards and Instructional Support?

Regards,

Kim

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**Sent:** Monday, May 9, 2022 2:30 PM

**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>

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Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue

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Thanks, Kim! We will take a look and let you know next steps soon.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

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| 416    | 5012065   | Grade 4 Accelerated Mathematics      | Florida Reveal Math, Grade 4 Accelerated |

Please let us know if there are any other items we need to provide regarding our appeal.

Regards,  
Kim



**Kim Harvey**  
Sr. Director, RFP, Bids and Contracts  
McGraw Hill | School  
8787 Orion Place, Columbus, OH 43240  
P: 614-430-4434 | C: 614-286-6626  
[kim.harvey@mheducation.com](mailto:kim.harvey@mheducation.com)  
mheducation.com

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message and deleting it from your computer. Thank you.

**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>

**Sent:** Monday, May 16, 2022 11:16 AM EDT

**To:** Harvey; Kim

**CC:** Bennett, Wayne; Patton, Sallie; Tullos, Lisa; Richmond, James; Seeds, Cathy; Rivers1, Angelia; McClarty, Katie; Tauer, Sue; Silva, Peter; Danaher, Cathleen

**Subject:** RE: McGraw Hill Grade 8

**Attachment(s):** "image001.png", "image002.png"

Thanks, Kim!

I've sent the spreadsheet on to our content specialist for review.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

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---

**From:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Sent:** Friday, May 13, 2022 6:21 PM

**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa <lisa.tullos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>; Danaher, Cathleen <cathleen.danaher@mheducation.com>

**Subject:** McGraw Hill Grade 8

Hi Amber,

Please find the information for grade 8 that we discussed during our call this morning. We updated the excel spreadsheet to include details of the updates. There are PDFs for 5 lessons that reflect these changes. The files were too large to send via email so please use this link from We Transfer to download the PDFs: <https://we.tl/t-giCQyJ4ZNF> If you have any difficulty, please let me know.

We appreciate your team's partnership in this appeal process.

Have a great weekend!

Regards,  
Kim

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Sent:** Friday, May 13, 2022 10:27 AM

**To:** Harvey, Kim <Kim.Harvey@mheducation.com>

**Cc:** Bennett, Wayne <wayne.bennett@mheducation.com>; Patton, Sallie <sallie.patton@mheducation.com>; Tullos, Lisa <lisa.tullos@mheducation.com>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; McClarty, Katie <Katie.McClarty@mheducation.com>; Tauer, Sue <sue.tauer@mheducation.com>; Silva, Peter <peter.silva@mheducation.com>

**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

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McGraw Hill  
Fri, May 13, 2022 11:00 AM - 11:30 AM (EDT)

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Meeting ID: 688 621 613  
Or dial directly: [688621613@67.217.95.2](tel:688621613@67.217.95.2) or 67.217.95.2##688621613

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Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
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**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good morning,  
We are wondering what the next part of the appeal process is. Will there be further communication from the Bureau of Standards and Instructional Support?

Regards,  
Kim

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, May 9, 2022 2:30 PM  
**To:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** RE: McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

**\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\***

Thanks, Kim! We will take a look and let you know next steps soon.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

**From:** Harvey, Kim <[Kim.Harvey@mheducation.com](mailto:Kim.Harvey@mheducation.com)>  
**Sent:** Monday, May 9, 2022 1:50 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Bennett, Wayne <[wayne.bennett@mheducation.com](mailto:wayne.bennett@mheducation.com)>; Patton, Sallie <[sallie.patton@mheducation.com](mailto:sallie.patton@mheducation.com)>; Tullios, Lisa <[lisa.tullios@mheducation.com](mailto:lisa.tullios@mheducation.com)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; McClarty, Katie <[Katie.McClarty@mheducation.com](mailto:Katie.McClarty@mheducation.com)>; Tauer, Sue <[sue.tauer@mheducation.com](mailto:sue.tauer@mheducation.com)>; Silva, Peter <[peter.silva@mheducation.com](mailto:peter.silva@mheducation.com)>  
**Subject:** McGraw Hill Appeal Grades 1, 5, 8 and 4 Accelerated

Good Afternoon,

Thank you for the feedback on our appeal spreadsheets. Based on this feedback, we have updated the links in the attached documents for the following McGraw Hill programs:

| Bid ID | Course ID | Course                               | Title                                    |
|--------|-----------|--------------------------------------|------------------------------------------|
| 410    | 5012030   | Grade One Mathematics                | Florida Reveal Math, Grade 1             |
| 414    | 5012070   | Grade Five Mathematics               | Florida Reveal Math, Grade 5             |
| 419    | 1205070   | Grade Eight Mathematics: Pre-Algebra | Florida Reveal Math, Grade 8 Pre-Algebra |
| 416    | 5012065   | Grade 4 Accelerated Mathematics      | Florida Reveal Math, Grade 4 Accelerated |

Please let us know if there are any other items we need to provide regarding our appeal.

Regards,  
Kim



**Kim Harvey**  
Sr. Director, RFP, Bids and Contracts  
McGraw Hill | School  
8787 Orion Place, Columbus, OH 43240  
P: 614-430-4434 | C: 614-286-6626  
[kim.harvey@mheducation.com](mailto:kim.harvey@mheducation.com)  
mheducation.com

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**From:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>  
**Sent:** Wednesday, September 22, 2021 11:25 AM EDT  
**To:** Tullos; Lisa  
**CC:** Seeds; Cathy  
**Subject:** RE: MH missing from 9.20 Publisher Contact List  
**Attachment(s):**  
"image008.png", "image009.png", "image010.png", "image011.png", "image012.png", "image013.png", "image014.png"  
Hi Lisa,

Thank you for bringing this to my attention. I apologize, and I will have this updated this afternoon.

Please reach out if there is anything else needed.

Thanks,  
Lauren

---

**From:** Tullos, Lisa <lisa.tullos@mheducation.com>  
**Sent:** Wednesday, September 22, 2021 11:23 AM  
**To:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>  
**Cc:** Seeds, Cathy <Cathy.Seeds@fldoe.org>  
**Subject:** MH missing from 9.20 Publisher Contact List  
**Importance:** High

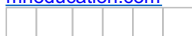
Hi Lauren,  
On the publisher contact list that was posted on 9.20.21 on the FL site (<https://www.fldoe.org/core/fileparse.php/5574/urlt/2021-22-Publisher-Contact-List.pdf>), please note that McGraw Hill LLC is missing from the list.

Please add our publisher info and re-post ASAP. Please let me know if you need additional information from us.

Thanks  
Lisa



**Lisa Tullos**  
Bids & Contracts Specialist  
McGraw Hill LLC | School Group  
8787 Orion Place, Columbus OH 43240  
P:614-430-4692  
[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)  
[mheducation.com](http://mheducation.com)



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**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>  
**Sent:** Monday, March 14, 2022 8:13 AM EDT  
**To:** LaMonique Johnson; Seeds, Cathy; Hamilton, Lauren  
**Subject:** RE: New contact information – Accelerate Learning Inc.  
**Attachment(s):** "~WRD000.jpg", "image001.png", "image002.jpg"

Thanks for the update, LaMonique! Best of luck with your new role.

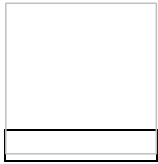
Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

**From:** LaMonique Johnson <ljohnson@acceleratelearning.com>  
**Sent:** Friday, March 11, 2022 7:00 PM  
**To:** Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>  
**Subject:** New contact information – Accelerate Learning Inc.

Hi,

I am taking on a new role at our company and will no longer manage our Adoptions and RFPs team. Effective Monday, March 14, please replace my contact information with Diana Bauer, the new Senior Manager, Adoptions and RFPs ([dbauer@acceleratelearning.com](mailto:dbauer@acceleratelearning.com)). Thank you and best wishes!



**LaMonique Johnson, M.Ed**

*Senior Manager, Adoptions and RFPs*

**Accelerate Learning Inc.**

**p:** (281) 833-4531

**a:** 5177 Richmond Ave., Suite 800, Houston, TX 77056

**w:** [stemscopes.com](http://stemscopes.com) **e:** [ljohnson@acceleratelearning.com](mailto:ljohnson@acceleratelearning.com)



**Sent:** Monday, March 14, 2022 8:13 AM EDT

**To:** LaMonique Johnson <ljohnson@acceleratelearning.com> <LaMonique Johnson <ljohnson@acceleratelearning.com>>; Seeds, Cathy; Hamilton, Lauren

**Subject:** RE: New contact information – Accelerate Learning Inc.

**Attachment(s):** "~WRD000.jpg", "image001.png", "image002.jpg"

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

**From:** LaMonique Johnson <ljohnson@acceleratelearning.com>

**Sent:** Friday, March 11, 2022 7:00 PM

**To:** Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

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**LaMonique Johnson, M.Ed**

*Senior Manager, Adoptions and RFPs*

**Accelerate Learning Inc.**

**p:** (281) 833-4531

**a:** 5177 Richmond Ave., Suite 800, Houston, TX 77056

**w:** [stemscopes.com](http://stemscopes.com) **e:** [ljohnson@acceleratelearning.com](mailto:ljohnson@acceleratelearning.com)



**From:** LaMonique Johnson <ljohnson@acceleratelearning.com>  
**Sent:** Monday, March 14, 2022 9:22 AM EDT  
**To:** Baumbach; Amber  
**CC:** Seeds, Cathy; Hamilton, Lauren  
**Subject:** Re: New contact information – Accelerate Learning Inc.  
**Attachment(s):** "~WRD000.jpg", "image001.png", "image002.jpg"

Thank you so much!

---

**LaMonique Johnson, M.Ed**

*Program Manager*

**Accelerate Learning Inc.**

**p:** (281) 833-4531

**a:** 5177 Richmond Ave., Suite 800, Houston, TX 77056

**w:** [stemscopes.com](http://stemscopes.com) **e:** [ljohnson@acceleratelearning.com](mailto:ljohnson@acceleratelearning.com)



On Mon, Mar 14, 2022 at 7:13 AM Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)> wrote:

Thanks for the update, LaMonique! Best of luck with your new role.

Amber Baumbach

Library Media & Instructional Materials Program Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street

Tallahassee, FL 32399-0400

850-245-9115

DOE email signature

**From:** LaMonique Johnson <[ljohnson@acceleratelearning.com](mailto:ljohnson@acceleratelearning.com)>

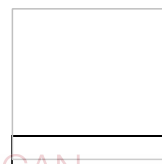
**Sent:** Friday, March 11, 2022 7:00 PM

**To:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>

**Subject:** New contact information – Accelerate Learning Inc.

Hi,

I am taking on a new role at our company and will no longer manage our Adoptions and RFPs team. Effective Monday, March 14, please replace my contact information with Diana Bauer, the new Senior Manager, Adoptions and RFPs ([dbauer@acceleratelearning.com](mailto:dbauer@acceleratelearning.com)). Thank you and best wishes!



LaMonique Johnson, M.Ed

Senior Manager, Adoptions and RFPs

**Accelerate Learning Inc.**

p: (281) 833-4531

a: 5177 Richmond Ave., Suite 800, Houston, TX 77056

w: [stemscopes.com](http://stemscopes.com) e: [ljohnson@acceleratelearning.com](mailto:ljohnson@acceleratelearning.com)



**From:** Duebel, John <John.Duebel@fldoe.org>  
**Sent:** Wednesday, January 19, 2022 11:41 AM EST  
**To:** Baumbach, Amber; Seeds, Cathy  
**Subject:** RE: Question: 2022-2023 K-12 Social Studies Instructional Materials Specifications  
**Attachment(s):**  
"image001.png", "image010.png", "image011.png", "image012.png", "image013.png", "image014.png", "image015.png", "image003.png", "image002.png"  
Amber,

Here are my answers to the questions, but don't send them until verified by Cathy.

Question 1: What does "unedited" mean? Does it mean that we must include the entire primary source? Is it acceptable to use excerpts or portions of a primary source, or is using an excerpt considered to be "editing" the primary source? If we are allowed to use excerpts, what constitutes editing? For example, can we use ellipses? Can we insert bracketed clarifications for difficult vocabulary? **Unedited means the exact wording of the primary source document cannot be changed. You can use excerpts, but they must remain true to the original wording and context. Bracketed clarification for difficult vocabulary is permissible as long as the author's intended meaning is not compromised.**

Question 2: Can the state provide a list of the items considered to be primary sources in the benchmarks? For example, the history benchmarks reference many treaties and legislative acts in American history, as well as many Supreme Court cases. Treaties, legislation, and supreme court case decisions could all be considered primary sources. Do we need to include the actual text of all of these items in the program? If not, can the department provide additional guidance on which items in the benchmarks are to be considered primary sources? If we do need to include all of these documents in the program, in relation to the previous question above, do we need to include the full text of each of these documents, or can we use excerpts of key portions of the documents? **The primary source documentation is specifically referring to the revised civics and government standards and their adopted clarifications. There are four priorities for civics and government in Florida's K-12 schools, the first one has to do with primary source documents and should provide clarification as to what primary source documents must be included.**

- **Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root foundation of American exceptionalism.**

Question 3: Benchmark SS.912.H.1.5, included in the high school US History program, includes clarifications referencing Victor Hugo's *Les Miserables*, Langston Hughes' poetry, and Pete Seeger's *Bring 'Em Home*. All of these could be considered primary sources. Is it expected that the text of works of literature referenced in the benchmarks have to be included in the program? We are concerned that intellectual property rights involved may restrict our ability to acquire these items, or to quote directly from them, and if we are required to include the entire unedited primary source, it is unlikely we will be able to obtain rights to the entire work cited. **See above two answers.**

**Regarding the Florida Primary Source Correlation spreadsheet, here is the text of two columns on the spreadsheet followed by some questions**

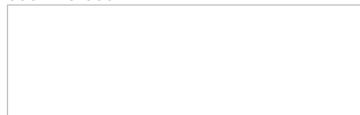
Column 2: *If primary sources are used, please list each benchmark that included a primary source as part of the instructional material. Add a row for each benchmark so that benchmarks are listed individually.*

Column 3: *List every primary source document that aligns to this benchmark.*

Question 4: Our programs include many primary sources that are not listed in the benchmarks or the clarifications. Is the correlation spreadsheet asking that we list all primary sources in our program? Or, per the instructional material specifications, do we only list those primary sources that are specifically mentioned in the benchmarks and clarifications? If we are required to list all primary sources in the program, are we allowed to include primary sources in our program that are not directly aligned to a specific benchmark, or should we limit the list to those primary sources that directly align to a benchmark? **Only primary source documents listed in the benchmark or clarification are required to be listed on the spreadsheet. You may provide additional primary sources if you like, but they are not required.**

Thanks  
John

John Duebel  
Social Studies Education Specialist  
Bureau of Standards and Instructional Support  
*Student Success is our STANDARD*  
Florida Department of Education  
325 W. Gaines Street  
Tallahassee, FL 32399-0400  
850-245-0504



---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Sent:** Wednesday, January 19, 2022 11:18 AM  
**To:** Duebel, John <John.Duebel@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>  
**Subject:** FW: Question: 2022-2023 K-12 Social Studies Instructional Materials Specifications  
**Importance:** High

Hi Cathy and John,

Please see the questions from McGraw Hill below pertaining to the primary source correlation of the social studies specifications. Please let me know your responses to the questions or maybe we can discuss together.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115



DOE email signature

---

**From:** Tullos, Lisa <[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)>  
**Sent:** Wednesday, January 19, 2022 11:07 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Subject:** Question: 2022-2023 K-12 Social Studies Instructional Materials Specifications  
**Importance:** High

Dear Florida Department of Education:

We are seeking additional clarification about requirements in the Florida Instructional Material Specifications for K-12 Social Studies. Our questions concern the requirements for primary sources in the instructional materials. We have looked at the guidance provided in the specifications, as well as the instructions in the primary source correlation spreadsheet, and as a result we have the following questions:

**Regarding the Florida Instructional Materials Specifications for K-12 Social Studies Page 23:** "Primary source documents that are referenced in the benchmarks and benchmark clarifications must be included and unedited. Please complete the Primary Sources Correlation."

**Question 1:** What does "unedited" mean? Does it mean that we must include the entire primary source? Is it acceptable to use excerpts or portions of a primary source, or is using an excerpt considered to be "editing" the primary source? If we are allowed to use excerpts, what constitutes editing? For example, can we use ellipses? Can we insert bracketed clarifications for difficult vocabulary?

**Question 2:** Can the state provide a list of the items considered to be primary sources in the benchmarks? For example, the history benchmarks reference many treaties and legislative acts in American history, as well as many Supreme Court cases. Treaties, legislation, and supreme court case decisions could all be considered primary sources. Do we need to include the actual text of all of these items in the program? If not, can the department provide additional guidance on which items in the benchmarks are to be considered primary sources? If we do need to include all of these documents in the program, in relation to the previous question above, do we need to include the full text of each of these documents, or can we use excerpts of key portions of the documents?

**Question 3:** Benchmark SS.912.H.1.5, included in the high school US History program, includes clarifications referencing Victor Hugo's *Les Miserables*, Langston Hughes' poetry, and Pete Seeger's *Bring 'Em Home*. All of these could be considered primary sources. Is it expected that the text of works of literature referenced in the benchmarks have to be included in the program? We are concerned that intellectual property rights involved may restrict our ability to acquire these items, or to quote directly from them, and if we are required to include the entire unedited primary source, it is unlikely we will be able to obtain rights to the entire work cited.

**Regarding the Florida Primary Source Correlation spreadsheet, here is the text of two columns on the spreadsheet followed by some questions:**

Column 2: *If primary sources are used, please list each benchmark that included a primary source as part of the instructional material. Add a row for each benchmark so that benchmarks are listed individually.*

Column 3: *List every primary source document that aligns to this benchmark.*

**Question 4:** Our programs include many primary sources that are not listed in the benchmarks or the clarifications. Is the correlation spreadsheet asking that we list all primary sources in our program? Or, per the instructional material specifications, do we only list those primary sources that are specifically mentioned in the benchmarks and clarifications? If we are required to list all primary sources in the program, are we allowed to include primary sources in our program that are not directly aligned to a specific benchmark, or should we limit the list to those primary sources that directly align to a benchmark?

Thank you for your assistance in clarifying the requirements,

--McGraw Hill



**Lisa Tullos**  
Bids & Contracts Specialist  
McGraw Hill LLC | School Group  
8787 Orion Place, Columbus OH 43240  
P:614-430-4692  
[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)  
[mheducation.com](http://mheducation.com)

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, December 17, 2021 8:25 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Subject:** 2022-2023 K-12 Social Studies Instructional Materials Specifications

**\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\***

Good afternoon publishers,

We are excited to announce that the 2022-2023 K-12 Social Studies specifications have been posted to our website! They can be found here [Instructional Materials \(fldoe.org\)](http://InstructionalMaterials.fldoe.org) with the supporting documentation sub bulleted beneath. Please reach out if you have any questions regarding next year's adoption. We look forward to working with each of you.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
[DOE email signature](#)

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Sent: Wednesday, January 19, 2022 11:30 AM EST

To: Baumbach, Amber; Seeds, Cathy

Subject: RE: Question: 2022-2023 K-12 Social Studies Instructional Materials Specifications

Attachment(s):

"image001.png", "image002.png", "image009.png", "image010.png", "image011.png", "image012.png", "image013.png", "image014.png", "image015.png"

Amber,

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---

From: Baumbach, Amber <Amber.Baumbach@fldoe.org>

Sent: Wednesday, January 19, 2022 11:18 AM

To: Duebel, John <John.Duebel@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>

Subject: FW: Question: 2022-2023 K-12 Social Studies Instructional Materials Specifications

Importance: High

Hi Cathy and John,

Please see the questions from McGraw Hill below pertaining to the primary source correlation of the social studies specifications. Please let me know your responses to the questions or maybe we can discuss together.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

From: Tullis, Lisa <lisa.tullis@mheducation.com>

Sent: Wednesday, January 19, 2022 11:07 AM

To: Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

Subject: Question: 2022-2023 K-12 Social Studies Instructional Materials Specifications

Importance: High

Dear Florida Department of Education:

We are seeking additional clarification about requirements in the Florida Instructional Material Specifications for K-12 Social Studies. Our questions concern the requirements for primary sources in the instructional materials. We have looked at the guidance provided in the specifications, as well as the instructions in the primary source correlation spreadsheet, and as a result we have the following questions:

**Regarding the Florida Instructional Materials Specifications for K-12 Social Studies Page 23:** "Primary source documents that are referenced

in the benchmarks and benchmark clarifications must be included and unedited. Please complete the Primary Sources Correlation."

**Question 1:** What does "unedited" mean? Does it mean that we must include the entire primary source? Is it acceptable to use excerpts or portions of a primary source, or is using an excerpt considered to be "editing" the primary source? If we are allowed to use excerpts, what constitutes editing? For example, can we use ellipses? Can we insert bracketed clarifications for difficult vocabulary?

**Question 2:** Can the state provide a list of the items considered to be primary sources in the benchmarks? For example, the history benchmarks reference many treaties and legislative acts in American history, as well as many Supreme Court cases. Treaties, legislation, and supreme court case decisions could all be considered primary sources. Do we need to include the actual text of all of these items in the program? If not, can the department provide additional guidance on which items in the benchmarks are to be considered primary sources? If we do need to include all of these documents in the program, in relation to the previous question above, do we need to include the full text of each of these documents, or can we use excerpts of key portions of the documents?

**Question 3:** Benchmark SS.912.H.1.5, included in the high school US History program, includes clarifications referencing Victor Hugo's *Les Miserables*, Langston Hughes' poetry, and Pete Seeger's *Bring 'Em Home*. All of these could be considered primary sources. Is it expected that the text of works of literature referenced in the benchmarks have to be included in the program? We are concerned that intellectual property rights involved may restrict our ability to acquire these items, or to quote directly from them, and if we are required to include the entire unedited primary source, it is unlikely we will be able to obtain rights to the entire work cited.

**Regarding the Florida Primary Source Correlation spreadsheet, here is the text of two columns on the spreadsheet followed by some questions:**

Column 2: *If primary sources are used, please list each benchmark that included a primary source as part of the instructional material. Add a row for each benchmark so that benchmarks are listed individually.*

Column 3: *List every primary source document that aligns to this benchmark.*

**Question 4:** Our programs include many primary sources that are not listed in the benchmarks or the clarifications. Is the correlation spreadsheet asking that we list all primary sources in our program? Or, per the instructional material specifications, do we only list those primary sources that are specifically mentioned in the benchmarks and clarifications? If we are required to list all primary sources in the program, are we allowed to include primary sources in our program that are not directly aligned to a specific benchmark, or should we limit the list to those primary sources that directly align to a benchmark?

Thank you for your assistance in clarifying the requirements,

--McGraw Hill



**Lisa Tullos**  
Bids & Contracts Specialist  
McGraw Hill LLC | School Group  
8787 Orion Place, Columbus OH 43240  
P:614-430-4692  
[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)  
[mheducation.com](http://mheducation.com)



---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, December 17, 2021 8:25 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Subject:** 2022-2023 K-12 Social Studies Instructional Materials Specifications

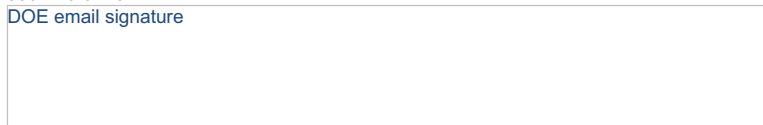
**\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening.\*\*\***

Good afternoon publishers,

We are excited to announce that the 2022-2023 K-12 Social Studies specifications have been posted to our website! They can be found here [Instructional Materials \(fldoe.org\)](#) with the supporting documentation sub bulleted beneath. Please reach out if you have any questions regarding next year's adoption. We look forward to working with each of you.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature



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**From:** Seeds, Cathy <Cathy.Seeds@fldoe.org>  
**Sent:** Wednesday, January 19, 2022 1:31 PM EST  
**To:** Duebel, John; Baumbach, Amber  
**Subject:** RE: Question: 2022-2023 K-12 Social Studies Instructional Materials Specifications  
**Attachment(s):**  
"image004.png", "image005.png", "image006.png", "image008.png", "image009.png", "image010.png", "image011.png", "image012.png", "image013.png", "image001.png"  
I'm fine with these answers.

Cathy Seeds  
Director, Library Media & Instructional Materials  
Bureau of Standards & Instructional Support  
Florida Department of Education

DOE Logo

---

**From:** Duebel, John <John.Duebel@fldoe.org>  
**Sent:** Wednesday, January 19, 2022 11:42 AM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>  
**Subject:** RE: Question: 2022-2023 K-12 Social Studies Instructional Materials Specifications

Amber,

Here are my answers to the questions, but don't send them until verified by Cathy.

Question 1: What does "unedited" mean? Does it mean that we must include the entire primary source? Is it acceptable to use excerpts or portions of a primary source, or is using an excerpt considered to be "editing" the primary source? If we are allowed to use excerpts, what constitutes editing? For example, can we use ellipses? Can we insert bracketed clarifications for difficult vocabulary? **Unedited means the exact wording of the primary source document cannot be changed. You can use excerpts, but they must remain true to the original wording and context. Bracketed clarification for difficult vocabulary is permissible as long as the author's intended meaning is not compromised.**

Question 2: Can the state provide a list of the items considered to be primary sources in the benchmarks? For example, the history benchmarks reference many treaties and legislative acts in American history, as well as many Supreme Court cases. Treaties, legislation, and supreme court case decisions could all be considered primary sources. Do we need to include the actual text of all of these items in the program? If not, can the department provide additional guidance on which items in the benchmarks are to be considered primary sources? If we do need to include all of these documents in the program, in relation to the previous question above, do we need to include the full text of each of these documents, or can we use excerpts of key portions of the documents? **The primary source documentation is specifically referring to the revised civics and government standards and their adopted clarifications. There are four priorities for civics and government in Florida's K-12 schools, the first one has to do with primary source documents and should provide clarification as to what primary source documents must be included.**

- **Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root foundation of American exceptionalism.**

Question 3: Benchmark SS.912.H.1.5, included in the high school US History program, includes clarifications referencing Victor Hugo's *Les Miserables*, Langston Hughes' poetry, and Pete Seeger's *Bring 'Em Home*. All of these could be considered primary sources. Is it expected that the text of works of literature referenced in the benchmarks have to be included in the program? We are concerned that intellectual property rights involved may restrict our ability to acquire these items, or to quote directly from them, and if we are required to include the entire unedited primary source, it is unlikely we will be able to obtain rights to the entire work cited. **See above two answers.**

**Regarding the Florida Primary Source Correlation spreadsheet, here is the text of two columns on the spreadsheet followed by some questions**

Column 2: *If primary sources are used, please list each benchmark that included a primary source as part of the instructional material. Add a row for each benchmark so that benchmarks are listed individually.*

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Question 4: Our programs include many primary sources that are not listed in the benchmarks or the clarifications. Is the correlation spreadsheet asking that we list all primary sources in our program? Or, per the instructional material specifications, do we only list those primary sources that are specifically mentioned in the benchmarks and clarifications? If we are required to list all primary sources in the program, are we allowed to include primary sources in our program that are not directly aligned to a specific benchmark, or should we limit the list to those primary sources that directly align to a benchmark? **Only primary source documents listed in the benchmark or clarification are required to be listed on the spreadsheet. You may provide additional primary sources if you like, but they are not required.**

Thanks  
John

John Duebel  
Social Studies Education Specialist  
Bureau of Standards and Instructional Support  
*Student Success is our STANDARD*  
Florida Department of Education  
325 W. Gaines Street  
Tallahassee, FL 32399-0400  
850-245-0504

---

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**Sent:** Wednesday, January 19, 2022 11:18 AM  
**To:** Duebel, John <John.Duebel@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>  
**Subject:** FW: Question: 2022-2023 K-12 Social Studies Instructional Materials Specifications  
**Importance:** High

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Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education

325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

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**Sent:** Wednesday, January 19, 2022 11:07 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Subject:** Question: 2022-2023 K-12 Social Studies Instructional Materials Specifications  
**Importance:** High

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Thank you for your assistance in clarifying the requirements,

--McGraw Hill



**Lisa Tullos**  
Bids & Contracts Specialist  
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8787 Orion Place, Columbus OH 43240  
P:614-430-4692  
[lisa.tullos@mheducation.com](mailto:lisa.tullos@mheducation.com)  
[mheducation.com](http://mheducation.com)



---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, December 17, 2021 8:25 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Subject:** 2022-2023 K-12 Social Studies Instructional Materials Specifications

**\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\***

Good afternoon publishers,

We are excited to announce that the 2022-2023 K-12 Social Studies specifications have been posted to our website! They can be found here [Instructional Materials \(fldoe.org\)](https://www.fldoe.org/instructional-materials) with the supporting documentation sub bulleted beneath. Please reach out if you have any questions regarding next year's adoption. We look forward to working with each of you.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

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**From:** Seeds, Cathy <Cathy> on behalf of Seeds, Cathy <Seeds, Cathy>  
**Sent:** Tuesday, May 17, 2022 7:39 AM EDT  
**To:** Jones; Beverly  
**Subject:** RE: Question  
**Attachment(s):** "image001.png"

Good morning,

All bids are held to the Intent to Bid deadline.

Cathy Seeds  
Director, Library Media & Instructional Materials  
Bureau of Standards & Instructional Support  
Florida Department of Education

DOE Logo



---

**From:** Jones, Beverly <Bev.Jones@cengage.com>  
**Sent:** Monday, May 16, 2022 4:10 PM  
**To:** Seeds, Cathy <Cathy.Seeds@fldoe.org>  
**Subject:** FW: Question

Ms. Seeds

Please see below.

Thank you.

---

**From:** Jones, Beverly  
**Sent:** Monday, May 16, 2022 4:09 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Subject:** Question

Ms. Hamilton

I have a quick question. Is it possible to bid a title that we didn't list on our Intent to Bid?

I look forward to hearing from you.

Beverly M. Jones  
Supervisor, Textbook Services & Adoptions  
Cengage Learning  
5191 Natorp Blvd., Mason, OH 45040  
513-229-1532  
[NGL.Cengage.com/catalogs](https://www.cengage.com/catalogs)  
[NGL.Cengage.com/school](https://www.cengage.com/school)



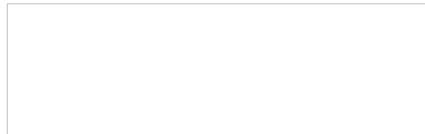
**From:** Duebel, John <John.Duebel@fldoe.org>  
**Sent:** Friday, September 10, 2021 10:22 AM EDT  
**To:** Bradley Buelow  
**CC:** DiPierro, Michael; Seeds, Cathy  
**Subject:** RE: Questions regarding new standards for Social Studies courses  
**Attachment(s):** "image001.png", "image003.jpg"

Mr. Buelow,

The revised Civics and Government and the new Holocaust Education standards were approved by the State Board of Education (SBOE) in July and will be fully implemented in the 2023-2024 to align with state educational materials adoption cycle. The course drafts, with new/revised standards, are posted on CPALM as "2023 and Beyond" in anticipation of SBOE approval in October. I hope this answers your questions, but please reach out if further clarification is needed.

Kind Regards,

John Duebel  
Social Studies Education Specialist  
Bureau of Standards and Instructional Support  
*Student Success is our STANDARD*  
Florida Department of Education  
325 W. Gaines Street  
Tallahassee, FL 32399-0400  
850-245-0504



**From:** Bradley Buelow <brad.buelow@savvas.com>  
**Sent:** Friday, September 10, 2021 10:12 AM  
**To:** Duebel, John <John.Duebel@fldoe.org>  
**Cc:** DiPierro, Michael <Michael.DiPierro@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>  
**Subject:** Re: Questions regarding new standards for Social Studies courses

Mr. Duebel,

While I have made a note to follow up with you after October 21st as to my previous email, a few new questions have surfaced for which we are hopeful that we may be able to get your guidance at this time.

The Savvas Learning Company development team is currently working on tagging the content for our new/forthcoming Florida programs that are in development. From what my team can find, Social Studies Standards are still the Next Generation Sunshine State Standards. [Here is a link](#) that the team found but the team did not see the new standards in CPALMs.

1. **Are the Next Generation Sunshine State Standards for Social Studies changing, or will they remain the same? This question is posed with respect to the need for materials and alignment for the next adoption.**
2. **Is there a way to confirm that the approved standards linked above are final?**
3. **If these are not the final standards, how can we get copies of or a link to the final standards?** That is critical to our current development work for our programs.

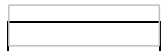
Thank you for any guidance you can provide.

Sincerely,

**Brad Buelow, M.Ed.,**  
Account Manager, Central Florida

**Savvas Learning Company** (formerly Pearson K12 Learning)

Mobile: (407) 810-1521  
[savvas.com](http://savvas.com) | [@savvaslearning](https://twitter.com/savvaslearning)  
Customer Care: [support.savvas.com](http://support.savvas.com)



On Fri, Aug 13, 2021 at 1:29 PM Duebel, John <[John.Duebel@fldoe.org](mailto:John.Duebel@fldoe.org)> wrote:

Brad,

We will have more information related to your questions after the October 20, 2021 State Board of Education meeting. We

anticipate the state board to take action on updated courses then. Please follow-up with me after that date.

Kind Regards

John Duebel  
Social Studies Education Specialist  
Bureau of Standards and Instructional Support  
*Student Success is our STANDARD*  
Florida Department of Education  
325 W. Gaines Street  
Tallahassee, FL 32399-0400  
850-245-0504  
cid:image001.png@01D79047.3E322370

**From:** Bradley Buelow <[brad.buelow@savvas.com](mailto:brad.buelow@savvas.com)>  
**Sent:** Friday, August 13, 2021 11:25 AM  
**To:** Duebel, John <[John.Duebel@fldoe.org](mailto:John.Duebel@fldoe.org)>  
**Subject:** Questions regarding new standards for Social Studies courses

Mr. Duebel,

On behalf for Savvas Learning Company (formerly known as Pearson K12 US Learning) and in regards to the forthcoming FL social studies textbook adoption, I am reaching out to you in hopes that you may be able to assist us with information that will help us continue in our efforts to create outstanding Social Studies programs for Florida students and educators. I appreciate any guidance you can provide by either directly answering these questions and/or guiding me to others who can answer these questions.

1. What is the expectation with respect to the Holocaust standards as to how they will be implemented by course description? In other words, in which course(s) are the newly approved 6-8 and 9-12 Holocaust standards going to be required? Our curriculum team needs to know which Holocaust standards will be aligned to which specific courses within the 6-8 and 9-12 grade bands.
2. The current Social Studies Access Points are from 2008.
  - a. Are the social studies Access Points going to be revised or rewritten before the adoption?
  - b. Will publishers be asked to correlate to them?
3. When will the CPALMS COURSE listings and standards for "2022 and Beyond" reflect all the newly approved standards (Civics & Government and Holocaust Education)? As extensions of this question/topic, we would like to ask the following questions:
  - a. Should we assume that in the Course CPALMS lists, that the Civics standards will all be replaced with the newly approved Civics-Government Standards in courses for grades 6-8 and 9-12?
  - b. Should we assume that they will NOT be added to any other course standards that do not currently have Civics standards?
4. With respect to Middle Grades Financial Literacy Standards, there is a strand of financial literacy standards for grades 6-8 listed in the social studies standards. Will these Financial Literacy standards be required in any social studies course(s) in grades 6-8 other than the standalone middle grades financial literacy course?
5. Are the Character Education standards within Health Education for grades 6-8 and 9-12 going to be added to any Social Studies courses for grades 6-12?

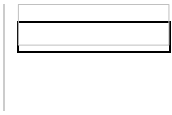
On behalf of Savvas Learning Company as an educational publishing company who takes very seriously and aims to meet the needs of Florida's students and educators, I sincerely thank you for your time, consideration, and feedback on the questions above.

Thank you,

**Brad Buelow, M.Ed.,**  
Account Manager, Central Florida

**Savvas Learning Company** (formerly Pearson K12 Learning)

Mobile: (407) 810-1521  
[savvas.com](http://savvas.com) | [@savvaslearning](https://twitter.com/savvaslearning)  
Customer Care: [support.savvas.com](mailto:support.savvas.com)



**Sent:** Tuesday, November 02, 2021 9:20 AM EDT  
**To:** Bradley Buelow <brad.buelow@savvas.com> <Bradley Buelow <brad.buelow@savvas.com>>  
**CC:** DiPierro, Michael; Seeds, Cathy  
**Subject:** RE: Questions regarding new standards for Social Studies courses  
**Attachment(s):** "~WRD000.jpg", "image001.jpg", "image002.png"

Brad,

All revised courses were approved by the State Board of Education (SBOE) last week. You can find the courses with the new descriptions and standards on CPALMS now. They will be listed as 2023 – Beyond.

There is at least 1 Holocaust education standard in every middle grades social studies class, there are four 9-12 Holocaust education elective courses (1 semester and full year regular and honors) that contain all the HE standards, and the new HE standards will be added to other courses where appropriate. The M/J financial literacy standards are only found in the financial literacy course. At this time no Character Ed

I will have to defer to someone else regarding Access Points because I'm not sure about the answer.

**From:** Bradley Buelow <brad.buelow@savvas.com>  
**Sent:** Monday, November 1, 2021 10:36 PM  
**To:** Duebel, John <John.Duebel@fldoe.org>  
**Cc:** DiPierro, Michael <Michael.DiPierro@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>  
**Subject:** Re: Questions regarding new standards for Social Studies courses

Hello again Mr. Duebel w/cc to Mr. DiPierro and Ms. Seeds (as per your cc to include them in your reply),

I am following up with you regarding our previous email correspondence (please see my original inquiry and your reply from August 13th within this email thread).

I am hoping that you may be able to share more information at this time as related to my questions.

Thank you very much for your reply.

Sincerely,

**Brad Buelow, M.Ed.,**  
Account Manager, Central Florida

### Savvas Learning Company

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**NEW 2022 Catalogs Available:** [savvas.com/k12catalogs](http://savvas.com/k12catalogs)



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Kind Regards

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Account Manager, Central Florida

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Customer Care: [support.savvas.com](http://support.savvas.com)

**From:** Bradley Buelow <brad.buelow@savvas.com>  
**Sent:** Monday, November 01, 2021 10:36 PM EDT  
**To:** Duebel; John  
**CC:** DiPierro, Michael; Seeds, Cathy  
**Subject:** Re: Questions regarding new standards for Social Studies courses  
**Attachment(s):** "image001.png"

Hello again Mr. Duebel w/cc to Mr. DiPierro and Ms. Seeds (as per your cc to include them in your reply),

I am following up with you regarding our previous email correspondence (please see my original inquiry and your reply from August 13th within this email thread).

I am hoping that you may be able to share more information at this time as related to my questions.

Thank you very much for your reply.

Sincerely,

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**NEW 2022 Catalogs Available:** [savvas.com/k12catalogs](https://savvas.com/k12catalogs)



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Bureau of Standards and Instructional Support

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Tallahassee, FL 32399-0400

850-245-0504

cid:image001.png@01D79047.3E322370



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**Sent:** Friday, August 13, 2021 11:25 AM  
**To:** Duebel, John <[John.Duebel@fldoe.org](mailto:John.Duebel@fldoe.org)>  
**Subject:** Questions regarding new standards for Social Studies courses

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**CC:** DiPierro, Michael; Seeds, Cathy  
**Subject:** Re: Questions regarding new standards for Social Studies courses  
**Attachment(s):** "image001.png", "image003.jpg"

Thank you for your very prompt reply!

I will share your reply with my team and circle back only if there are any additional questions.

Thank you,

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On Fri, Sep 10, 2021 at 10:22 AM Duebel, John <[John.Duebel@fldoe.org](mailto:John.Duebel@fldoe.org)> wrote:

Mr. Buelow,

The revised Civics and Government and the new Holocaust Education standards were approved by the State Board of Education (SBOE) in July and will be fully implemented in the 2023-2024 to align with state educational materials adoption cycle. The course drafts, with new/revised standards, are posted on CPALM as "2023 and Beyond" in anticipation of SBOE approval in October. I hope this answers your questions, but please reach out if further clarification is needed.

Kind Regards,

John Duebel

Social Studies Education Specialist

Bureau of Standards and Instructional Support

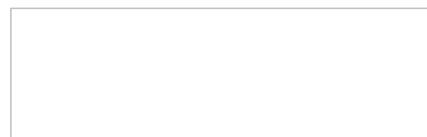
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**From:** Bradley Buelow <[brad.buelow@savvas.com](mailto:brad.buelow@savvas.com)>  
**Sent:** Friday, September 10, 2021 10:12 AM  
**To:** Duebel, John <[John.Duebel@fldoe.org](mailto:John.Duebel@fldoe.org)>  
**Cc:** DiPierro, Michael <[Michael.DiPierro@fldoe.org](mailto:Michael.DiPierro@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>  
**Subject:** Re: Questions regarding new standards for Social Studies courses



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Thank you for any guidance you can provide.

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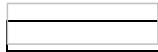
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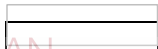
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**Sent:** Friday, September 10, 2021 10:11 AM EDT  
**To:** Duebel; John  
**CC:** DiPierro, Michael; Seeds, Cathy  
**Subject:** Re: Questions regarding new standards for Social Studies courses  
**Attachment(s):** "image001.png"

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**From:** Duebel, John <John.Duebel@fldoe.org>  
**Sent:** Tuesday, November 02, 2021 9:31 AM EDT  
**To:** Bradley Buelow  
**CC:** DiPierro, Michael; Seeds, Cathy  
**Subject:** RE: Questions regarding new standards for Social Studies courses  
**Attachment(s):** "image002.png", "image001.jpg"

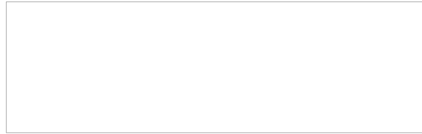
Brad,

All revised courses were approved by the State Board of Education (SBOE) last week.

- You can find the courses with the new descriptions and standards on CPALMS now.
  - They will be listed as 2023 – Beyond.
- There is at least 1 Holocaust education standard in every middle grades social studies class, there are four 9-12 Holocaust education elective courses (1 semester and full year regular and honors) that contain all the HE standards, and the new HE standards will be added to other courses where appropriate. The M/J financial literacy standards are only found in the financial literacy course.
- I do not believe character education standards have been added to social studies courses, but Mike can confirm.
- I will have to defer to someone else regarding Access Points because I'm not sure about the answer.

Hope this helps.

John Duebel  
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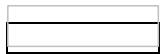
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**From:** Kinard, Erin <Erin.Kinard@hnhco.com>  
**Sent:** Thursday, May 12, 2022 4:06 PM EDT  
**To:** Baumbach; Amber  
**CC:** Richmond, James; Harris, Jennifer; Seeds, Cathy; Harvey, Ashley; Rivers1, Angelia  
**Subject:** Re: Quick Call to Confirm Direction of Final Corrections  
**Attachment(s):** "image002.png"

Much appreciated!

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Date:** Thursday, May 12, 2022 at 3:03 PM  
**To:** Kinard, Erin <Erin.Kinard@hnhco.com>  
**Cc:** Richmond, James <James.Richmond@fldoe.org>, Harris, Jennifer <Jennifer.Harris@hnhco.com>, Seeds, Cathy <Cathy.Seeds@fldoe.org>, Harvey, Ashley <Ashley.Harvey@fldoe.org>, Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Subject:** RE: Quick Call to Confirm Direction of Final Corrections

This message originated from outside your organization

Hi Erin,

I've scheduled a call for 9:00 am tomorrow morning. Please see the call information below.

HMH Appeal call  
Fri, May 13, 2022 9:00 AM - 9:30 AM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**

<https://meet.goto.com/997667741>

**You can also dial in using your phone.**

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United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 997-667-741

**Join from a video-conferencing room or system.**

Dial in or type: [67.217.95.2](tel:67217952) or [inroomlink.goto.com](https://inroomlink.goto.com)

Meeting ID: 997 667 741

Or dial directly: [997667741@67.217.95.2](tel:997667741@67.217.95.2) or [67.217.95.2##997667741](tel:67.217.95.2##997667741)

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Kinard, Erin <[Erin.Kinard@hnhco.com](mailto:Erin.Kinard@hnhco.com)>  
**Sent:** Thursday, May 12, 2022 2:45 PM  
**To:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>  
**Cc:** Harris, Jennifer <[Jennifer.Harris@hnhco.com](mailto:Jennifer.Harris@hnhco.com)>  
**Subject:** Quick Call to Confirm Direction of Final Corrections

Hi Cathy,

Thanks for your time this afternoon and for your offer of availability. In discussing how to most efficiently get to approval on the 8 remaining standards across G1 and G5, we thought it could be helpful for 1-2 members of our editorial team to discuss directly with you and Ashley how we might approach the additional corrections before proceeding with the mark-up and sending that over. That way we can ensure we are heading in the right direction prior to marking up the changes and sending those back for official approval.

If that is possible we can be available anytime tomorrow morning that works on your end. If you could let us know by close of business today we would be able to get the meeting details scheduled.

Much appreciated,  
Erin

---

**Erin Kinard** *(she/her)*

Senior VP, Product Management & Strategy

**Core Solutions**

**Houghton Mifflin Harcourt** | Round Rock, TX | (M) 512.915.3509

**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>  
**Sent:** Thursday, May 12, 2022 4:03 PM EDT  
**To:** Erin.Kinard@hnhco.com <Erin.Kinard@hnhco.com>  
**CC:** Richmond, James; Jennifer.Harris@hnhco.com <Jennifer.Harris@hnhco.com>; Seeds, Cathy; Harvey, Ashley; Rivers1, Angelia  
**Subject:** RE: Quick Call to Confirm Direction of Final Corrections  
**Attachment(s):** "image002.png"

Hi Erin,

I've scheduled a call for 9:00 am tomorrow morning. Please see the call information below.

HMH Appeal call  
Fri, May 13, 2022 9:00 AM - 9:30 AM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**

<https://meet.goto.com/997667741>

**You can also dial in using your phone.**

United States (Toll Free): [1 877 309 2073](tel:18773092073)

United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 997-667-741

**Join from a video-conferencing room or system.**

Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 997 667 741

Or dial directly: 997667741@67.217.95.2 or 67.217.95.2##997667741

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Kinard, Erin <[Erin.Kinard@hnhco.com](mailto:Erin.Kinard@hnhco.com)>  
**Sent:** Thursday, May 12, 2022 2:45 PM  
**To:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>  
**Cc:** Harris, Jennifer <[Jennifer.Harris@hnhco.com](mailto:Jennifer.Harris@hnhco.com)>  
**Subject:** Quick Call to Confirm Direction of Final Corrections

Hi Cathy,

Thanks for your time this afternoon and for your offer of availability. In discussing how to most efficiently get to approval on the 8 remaining standards across G1 and G5, we thought it could be helpful for 1-2 members of our editorial team to discuss directly with you and Ashley how we might approach the additional corrections before proceeding with the mark-up and sending that over. That way we can ensure we are heading in the right direction prior to marking up the changes and sending those back for official approval.

If that is possible we can be available anytime tomorrow morning that works on your end. If you could let us know by close of business today we would be able to get the meeting details scheduled.

Much appreciated,  
Erin

**Erin Kinard** *(she/her)*  
Senior VP, Product Management & Strategy

Core Solutions

Houghton Mifflin Harcourt | Round Rock, TX | (M) 512.915.3509

**From:** Seeds, Cathy <Cathy> on behalf of Seeds, Cathy <Seeds, Cathy>  
**Sent:** Thursday, May 12, 2022 3:43 PM EDT  
**To:** Kinard; Erin  
**CC:** Harris; Jennifer  
**Subject:** RE: Quick Call to Confirm Direction of Final Corrections  
**Attachment(s):** "image001.png"

Absolutely! We will send the call invite shortly for tomorrow morning.

Cathy Seeds  
Director, Library Media & Instructional Materials  
Bureau of Standards & Instructional Support  
Florida Department of Education

DOE Logo



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**From:** Kinard, Erin <Erin.Kinard@hnhco.com>  
**Sent:** Thursday, May 12, 2022 2:45 PM  
**To:** Seeds, Cathy <Cathy.Seeds@fldoe.org>  
**Cc:** Harris, Jennifer <Jennifer.Harris@hnhco.com>  
**Subject:** Quick Call to Confirm Direction of Final Corrections

Hi Cathy,

Thanks for your time this afternoon and for your offer of availability. In discussing how to most efficiently get to approval on the 8 remaining standards across G1 and G5, we thought it could be helpful for 1-2 members of our editorial team to discuss directly with you and Ashley how we might approach the additional corrections before proceeding with the mark-up and sending that over. That way we can ensure we are heading in the right direction prior to marking up the changes and sending those back for official approval.

If that is possible we can be available anytime tomorrow morning that works on your end. If you could let us know by close of business today we would be able to get the meeting details scheduled.

Much appreciated,  
Erin

---

**Erin Kinard** *(she/her)*  
Senior VP, Product Management & Strategy  
**Core Solutions**  
Houghton Mifflin Harcourt | Round Rock, TX | (M) 512.915.3509

**From:** Kinard, Erin <Erin.Kinard@hnhco.com>  
**Sent:** Thursday, May 12, 2022 3:45 PM EDT  
**To:** Seeds; Cathy  
**CC:** Harris; Jennifer  
**Subject:** Re: Quick Call to Confirm Direction of Final Corrections  
**Attachment(s):** "image001.png"

Wonderful. Thank you!

---

**From:** Seeds, Cathy <Cathy.Seeds@fldoe.org>  
**Date:** Thursday, May 12, 2022 at 2:44 PM  
**To:** Kinard, Erin <Erin.Kinard@hnhco.com>  
**Cc:** Harris, Jennifer <Jennifer.Harris@hnhco.com>  
**Subject:** RE: Quick Call to Confirm Direction of Final Corrections

This message originated from outside your organization

Absolutely! We will send the call invite shortly for tomorrow morning.

Cathy Seeds  
Director, Library Media & Instructional Materials  
Bureau of Standards & Instructional Support  
Florida Department of Education

DOE Logo



---

**From:** Kinard, Erin <Erin.Kinard@hnhco.com>  
**Sent:** Thursday, May 12, 2022 2:45 PM  
**To:** Seeds, Cathy <Cathy.Seeds@fldoe.org>  
**Cc:** Harris, Jennifer <Jennifer.Harris@hnhco.com>  
**Subject:** Quick Call to Confirm Direction of Final Corrections

Hi Cathy,

Thanks for your time this afternoon and for your offer of availability. In discussing how to most efficiently get to approval on the 8 remaining standards across G1 and G5, we thought it could be helpful for 1-2 members of our editorial team to discuss directly with you and Ashley how we might approach the additional corrections before proceeding with the mark-up and sending that over. That way we can ensure we are heading in the right direction prior to marking up the changes and sending those back for official approval.

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Much appreciated,  
Erin

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**Erin Kinard** *(she/her)*  
Senior VP, Product Management & Strategy  
**Core Solutions**  
**Houghton Mifflin Harcourt** | Round Rock, TX | (M) 512.915.3509

**From:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

**Sent:** Tuesday, April 26, 2022 9:10 AM EDT

**To:** Ashley Fieldman; Seeds, Cathy

**CC:** Baumbach, Amber; Rivers1, Angelia; Shawn Wigg; jim.richmond@fldoe.org <jim.richmond@fldoe.org>; Ethan Fieldman

**Subject:** RE: Request for reconsideration/inquiry - Math Nation - 7th Grade Accelerated

**Attachment(s):** "image001.png"

Hi Ashley,

Thanks for reaching out. We did receive all evidence for the non-adopted materials and are in the review stages. We will reach out with next steps soon.

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Ashley Fieldman <ashley@mathnation.com>

**Sent:** Tuesday, April 26, 2022 9:04 AM

**To:** Seeds, Cathy <Cathy.Seeds@fldoe.org>

**Cc:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Rivers1, Angelia

<Angelia.Rivers1@fldoe.org>; Shawn Wigg <shawn@mathnation.com>; jim.richmond@fldoe.org; Ethan Fieldman <ethan@mathnation.com>

**Subject:** Re: Request for reconsideration/inquiry - Math Nation - 7th Grade Accelerated

Good morning,

I just wanted to check in and see if someone was able to review our before and after google doc of our changes so that we can move forward with those in our materials and move from the not-recommended list to the recommended list. Please let us know how we can be of assistance.

Thanks,

**Ashley Fieldman**  
**Director**  
**Math Nation**  
**321-446-4556**

On Apr 22, 2022, at 3:59 PM, Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)> wrote:

Hi, thank you for the call just now.

As we emailed about on April 18th (below), we appeal the decision of DOE on 7th accelerated, Geometry, and Algebra 2 Honors.

At this time, we would like to work through the process with you all and not go through DOAH.

As you can see in the Google Doc below, we have shown the updates that we have made to 7th Accelerated, Geometry, and Algebra 2 Honors. These changes address all comments provided by DOE. These updates can also be seen in [FLIMadoption.org](https://www.flmadoption.org) portal using the links that we had submitted last summer. The Google Doc is simply screenshots before the changes and after the changes, compiled to make it quicker and simpler for you to review and approve.

Please let me know if there is anything else we need to do, or can do, to expedite this process. Thanks again for your assistance.

Best,  
Ethan

Google Doc of before and after changes: <https://docs.google.com/document/d/1HmBibQi8IrVXr19Y-LpBcJViAdz7-fXm3HF1zPFoIyQ/edit>

On Apr 22, 2022, at 11:54 AM, Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)> wrote:

Hi,

I'm following up on the email communication from April 18th. I'm writing on behalf of Study Edge and the Math Nation curricula in the math adoption process.

I'd prefer not to go through the DOAH process right now, and instead work with DOE on resubmitting our instructional materials.

Would you please have someone reach out to discuss your requested changes? We are available evenings and all weekend, so any time at all is fine for the call.

We would like to discuss 3 of our courses (i.e, the ones on the Not Recommended list)

7th Accelerated  
Geometry  
Algebra 2 Honors

Again, we are available essentially 24/7 so please let us know as soon as possible as to when we can discuss these 3 courses and the desired changes. Just let us know what works best for you.

Regards,  
Ethan

On Apr 18, 2022, at 5:33 PM, Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)> wrote:

Amber, thank you very much for the prompt reply.

We understand that we were awarded a 3.4 out of 5.0 on 7th Accelerated, and thus did not make the state's recommended list for that course. As the "Not Recommended" PDF shows, the 3.4 score is the only reason we were not allowed onto the recommended list.

We ask that FLDOE please review this decision (because we believe it may have been an error in scoring, or a clerical error).

We poured over the B.E.S.T. Standards for Mathematics to create a curriculum (from scratch) that was truly aligned to the new standards, since they are so different from previous standards. As the only Florida-based option, we understand the importance and significance of alignment to these new standards and our alignment scores in other math courses demonstrate that. Since our 7th Accelerated course only uses content from 2 other approved courses (7th Grade-regular and 8th Grade), and there are no content benchmarks in the 7th Accelerated course standards that are not in either of those two courses, it must be that there was a clerical error or glitch in the system. Again, we formally ask that you review this decision not to place Math Nation's 7th Accelerated curriculum on the recommended list.

Every course we submitted (other than 7th Accelerated) had an alignment score high enough to make the recommended list.

Florida's new 7th Accelerated course is made up of the following content benchmarks:



- a) 100% of the 8th Grade benchmarks are in 7th Accelerated (all 40 of the 8th Grade-regular content benchmarks)
- b) 50% of the 7th Grade-regular benchmarks are in 7th Accelerated (17 of the 34 7th Grade-regular content benchmarks)
- c) There are no other content benchmarks in 7th Accelerated.

In 8th Grade (regular), we received a perfect 5.0/5.0 and 100.0% percentage of alignment.  
In 7th Grade (regular), we received a 4.6/5.0 and 93.9% percentage of alignment.

This means that 70% of the 7th Accelerated content benchmarks are from 8th Grade, where we received a perfect 5.0 / 100.0% score. And the remaining 30% of the content benchmarks are from 7th Grade-regular, where we received a 4.6 score.  
However, we were awarded a 3.4 in 7th Accelerated.

Also, we're very concerned that depending on how long the appeals process takes, Florida's teachers and students will not have their materials in time for the start of school.  
We're also concerned that due to this issue, some districts may switch to other providers' providers that have much worse alignment scores from FLDOE (but do have a currently-recommended 7th Accelerated course).

Please let us know as soon as possible if there is anything else we need to do in order for an appeal to be initiated, or if this written request for reconsideration/appeal is satisfactory. If an appeal is not necessary but simply a reconsideration or inquiry into the matter, we ask that you do this at once. If an appeal is necessary, then we'd like this to serve as our formal request for an expedited appeal. Again, please let us know what else we need to do, if anything, to help rectify this situation.

Regards,  
Ethan

On Apr 18, 2022, at 3:34 PM, Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)> wrote:

Hi Ashley,

Math Nation's 7<sup>th</sup> Grade Accelerated bid is on the not recommended list. Math Nation's 7<sup>th</sup> Grade bid is on the adopted list.  
An updated version of the not recommended list with the correct title of the 7<sup>th</sup> grade accelerated bid will be posted.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
<image001.png>

---

**From:** Ashley Fieldman <[ashley@mathnation.com](mailto:ashley@mathnation.com)>  
**Sent:** Monday, April 18, 2022 3:15 PM  
**To:** Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)>  
**Cc:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Shawn Wigg <[shawn@mathnation.com](mailto:shawn@mathnation.com)>  
**Subject:** Re: 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,

We reviewed the not-recommended list that was posted on the instructional materials website, and for 7th accelerated, our middle school course that was rejected, it has 7<sup>th</sup> grade math listed as the product that was reviewed and rejected for a 3.4 alignment.

Our 7th grade product would have received a low score if it was reviewed for accelerated since it does not cover the 8th grade benchmarks.

Our 8th grade course received a 5.0 and 100.0% on alignment and was approved, and the material in that course is used in the 7th accelerated product. Our 7th grade lessons were also approved for alignment.

Iâ€™m wondering if links were somehow crossed and the wrong product was reviewed or perhaps the wrong score was inadvertently posted.

Please see screenshot attached.

We poured over the B.E.S.T. Standards for Mathematics to create a curriculum (from scratch) that was truly aligned to the new standards, since they are so different from previous standards. As the only Florida-based option, we understand the importance and significance of alignment. And our alignment scores in other courses demonstrate that. Since our 7th accelerated course only uses content from 2 other approved courses (7th and 8th), and there are no benchmarks in the 7th accelerated course standards that are not in either of those two courses, it must be that there was a clerical error or glitch in the system.

Thank you,  
Ashley  
321-446-4556

<image002.jpg>

On Apr 15, 2022, at 3:12 PM, Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)> wrote:

Hi, thank you for the quick response, we appreciate it.

1) We are also on Grade 6 Accelerated list, correct?

2) How would it be possible for Math Nation to be on the Geometry Honors list with a score of 100% aligned, and approved for all the other reasons, but not on the (regular) Geometry list, when our regular Geometry course submitted is an exact subset of our Geometry Honors course submitted?

3) Is there somewhere we can review the reasons why werenâ€™t included for each course, so that we can update our material accordingly (if necessary)? We donâ€™t see it on the [FLIMadoption.org](http://FLIMadoption.org) site.

Thanks,  
Ethan

On Apr 15, 2022, at 3:58 PM, Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)> wrote:

Hi Ethan,

Math Nation is on the adopted list for Grade 6, Grade 7, Grade 8, Algebra 1, Algebra 1 Honors, Algebra 2, and Geometry Honors.

You may appeal any submissions that did not make the adopted list.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist

Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
<image001.png>

---

**From:** Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)>  
**Sent:** Friday, April 15, 2022 3:19 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Ashley Fieldman <[ashley@mathnation.com](mailto:ashley@mathnation.com)>; Shawn Wigg <[shawn@mathnation.com](mailto:shawn@mathnation.com)>  
**Subject:** Re: 21-22 Instructional Materials Mathematics State Adopted List

No, Iâ€™m just asking WHERE we are on the list.  
As in, did you not receive our payment? Or was a mistake made, etc.  
Ethan

On Apr 15, 2022, at 3:12 PM, Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)> wrote:

If you wish to appeal any adoption decision, please see our policies and procedures document on our instructional materials website. [POLICIES AND PROCEDURES \(fldoe.org\)](https://fldoe.org/POLICIES_AND_PROCEDURES)

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

<image001.png>

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**From:** Hamilton, Lauren  
**Sent:** Friday, April 15, 2022 2:23 PM  
**Cc:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
**Subject:** 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon publishers,

The 2021-2022 Mathematics Instructional materials State Adopted list is now available on our webpage here: [2021-2022 K-12 Mathematics Adoption list \(fldoe.org\)](https://fldoe.org/2021-2022-K-12-Mathematics-Adoption-list)

Thanks,

Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional  
Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

<image001.png>

**From:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

**Sent:** Wednesday, April 27, 2022 7:50 AM EDT

**To:** Ashley Fieldman

**CC:** Seeds, Cathy; Baumbach, Amber; Rivers1, Angelia; Shawn Wigg; Ethan Fieldman; Richmond, James

**Subject:** RE: Request for reconsideration/inquiry - Math Nation - 7th Grade Accelerated

**Attachment(s):** "image001.png"

Good morning,

We are excited to announce all 3 titles for Math Nation have been approved and are live on our recommended list here: <https://www.fldoe.org/core/fileparse.php/5574/urlt/2122MathAdoptedMaterials-42622.pdf>

Thank you for your hard work and diligence in getting this complete and please reach out if you have any questions.

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Ashley Fieldman <ashley@mathnation.com>

**Sent:** Tuesday, April 26, 2022 9:11 AM

**To:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

**Cc:** Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Shawn Wigg <shawn@mathnation.com>; jim.richmond@fldoe.org; Ethan Fieldman <ethan@mathnation.com>

**Subject:** Re: Request for reconsideration/inquiry - Math Nation - 7th Grade Accelerated

Thank you!

**Ashley Fieldman**  
**Director**  
**Math Nation**  
**321-446-4556**

On Apr 26, 2022, at 9:10 AM, Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)> wrote:

Hi Ashley,

Thanks for reaching out. We did receive all evidence for the non-adopted materials and are in the review stages. We will reach out with next steps soon.

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

<image001.png>

---

**From:** Ashley Fieldman <[ashley@mathnation.com](mailto:ashley@mathnation.com)>  
**Sent:** Tuesday, April 26, 2022 9:04 AM  
**To:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>  
**Cc:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Shawn Wigg <[shawn@mathnation.com](mailto:shawn@mathnation.com)>; [jim.richmond@fldoe.org](mailto:jim.richmond@fldoe.org); Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)>  
**Subject:** Re: Request for reconsideration/inquiry - Math Nation - 7th Grade Accelerated

Good morning,

I just wanted to check in and see if someone was able to review our before and after google doc of our changes so that we can move forward with those in our materials and move from the not-recommended list to the recommended list. Please let us know how we can be of assistance.

Thanks,

**Ashley Fieldman**  
**Director**  
**Math Nation**  
**321-446-4556**

On Apr 22, 2022, at 3:59 PM, Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)> wrote:

Hi, thank you for the call just now.

As we emailed about on April 18th (below), we appeal the decision of DOE on 7th accelerated, Geometry, and Algebra 2 Honors.

At this time, we would like to work through the process with you all and not go through DOAH.

As you can see in the Google Doc below, we have shown the updates that we have made to 7th Accelerated, Geometry, and Algebra 2 Honors. These changes address all comments provided by DOE. These updates can also be seen in [FLIMadoption.org](http://FLIMadoption.org) portal using the links that we had submitted last summer. The Google Doc is simply screenshots before the changes and after the changes, compiled to make it quicker and simpler for you to review and approve.

Please let me know if there is anything else we need to do, or can do, to expedite this process. Thanks again for your assistance.

Best,  
Ethan

Google Doc of before and after changes: <https://docs.google.com/document/d/1HmBibQi8IrVXr19Y-LpBcJViAdz7-fXm3HFfzPFoIyO/edit>

On Apr 22, 2022, at 11:54 AM, Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)> wrote:

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Study Edge and the Math Nation curricula in the math adoption process.

Iâ€™d prefer not to go through the DOAH process right now, and instead work with DOE on resubmitting our instructional materials.

Would you please have someone reach out to discuss your requested changes? We are available evenings and all weekend, so any time at all is fine for the call.

We would like to discuss 3 of our courses (i.e, the ones on the Not Recommended list)

7th Accelerated

Geometry

Algebra 2 Honors

Again, we are available essentially 24/7 so please let us know as soon as possible as to when we can discuss these 3 courses and the desired changes. Just let us know what works best for you.

Regards,

Ethan

On Apr 18, 2022, at 5:33 PM, Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)> wrote:

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We understand that we were awarded a 3.4 out of 5.0 on 7th Accelerated, and thus did not make the stateâ€™s recommended list for that course. As the â€™Not Recommendedâ€™ PDF shows, the 3.4 score is the only reason we were not allowed onto the recommended list.

We ask that FLDOE please review this decision (because we believe it may have been an error in scoring, or a clerical error).

We poured over the B.E.S.T. Standards for Mathematics to create a curriculum (from scratch) that was truly aligned to the new standards, since they are so different from previous standards. As the only Florida-based option, we understand the importance and significance of alignment to these new standardsâ€™ and our alignment scores in other math courses demonstrate that. Since our 7th Accelerated course only uses content from 2 other approved courses (7th Grade-regular and 8th Grade), and there are no content benchmarks in the 7th Accelerated course standards that are not in either of those two courses, it must be that there was a clerical error or glitch in the system. Again, we formally ask that you review this decision not to place Math Nationâ€™s 7th Accelerated curriculum on the recommended list.

Every course we submitted (other than 7th Accelerated) had an alignment score high enough to make the recommended list.

Floridaâ€™s new 7th Accelerated course is made up of the following content benchmarks:

- a) 100% of the 8th Grade benchmarks are in 7th Accelerated (all 40 of the 8th Grade-regular content benchmarks)
- b) 50% of the 7th Grade-regular benchmarks are in 7th Accelerated (17 of the 34 7th Grade-regular content benchmarks)
- c) There are no other content benchmarks in 7th Accelerated.

In 8th Grade (regular), we received a perfect 5.0/5.0 and 100.0% percentage of alignment.

In 7th Grade (regular), we received a 4.6/5.0 and 93.9% percentage of alignment.

This means that 70% of the 7th Accelerated content benchmarks are from 8th Grade, where we received a perfect 5.0 / 100.0% score. And the remaining 30% of the content benchmarks are from 7th Grade-regular, where we received a 4.6 score.

However, we were awarded a 3.4 in 7th Accelerated.

Also, weâ€™re very concerned that depending on how long the appeals process takes,

Florida's teachers and students will not have their materials in time for the start of school. We're also concerned that due to this issue, some districts may switch to other providers or providers that have much worse alignment scores from FLDOE (but do have a currently-recommended 7th Accelerated course).

Please let us know as soon as possible if there is anything else we need to do in order for an appeal to be initiated, or if this written request for reconsideration/appeal is satisfactory. If an appeal is not necessary but simply a reconsideration or inquiry into the matter, we ask that you do this at once. If an appeal is necessary, then we'd like this to serve as our formal request for an expedited appeal. Again, please let us know what else we need to do, if anything, to help rectify this situation.

Regards,  
Ethan

On Apr 18, 2022, at 3:34 PM, Baumbach, Amber  
<[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)> wrote:

Hi Ashley,

Math Nation's 7<sup>th</sup> Grade Accelerated bid is on the not recommended list. Math Nation's 7<sup>th</sup> Grade bid is on the adopted list.  
An updated version of the not recommended list with the correct title of the 7<sup>th</sup> grade accelerated bid will be posted.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
<image001.png>

---

**From:** Ashley Fieldman <[ashley@mathnation.com](mailto:ashley@mathnation.com)>  
**Sent:** Monday, April 18, 2022 3:15 PM  
**To:** Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)>  
**Cc:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Shawn Wigg <[shawn@mathnation.com](mailto:shawn@mathnation.com)>  
**Subject:** Re: 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,

We reviewed the not-recommended list that was posted on the instructional materials website, and for 7th accelerated, our middle school course that was rejected, it has 7th grade math listed as the product that was reviewed and rejected for a 3.4 alignment.

Our 7th grade product would have received a low score if it was reviewed for accelerated since it does not cover the 8th grade benchmarks.

Our 8th grade course received a 5.0 and 100.0% on alignment and was approved, and the material in that course is used in the 7th accelerated product. Our 7th grade lessons were also approved for alignment.

I'm wondering if links were somehow crossed and the wrong product was reviewed or perhaps the wrong score was inadvertently posted.

Please see screenshot attached.



We poured over the B.E.S.T. Standards for Mathematics to create a curriculum (from scratch) that was truly aligned to the new standards, since they are so different from previous standards. As the only Florida-based option, we understand the importance and significance of alignment. And our alignment scores in other courses demonstrate that. Since our 7th accelerated course only uses content from 2 other approved courses (7th and 8th), and there are no benchmarks in the 7th accelerated course standards that are not in either of those two courses, it must be that there was a clerical error or glitch in the system.

Thank you,  
Ashley  
321-446-4556

<image002.jpg>

On Apr 15, 2022, at 3:12 PM, Ethan Fieldman  
<[ethan@mathnation.com](mailto:ethan@mathnation.com)> wrote:

Hi, thank you for the quick response, we appreciate it.

- 1) We are also on Grade 6 Accelerated list, correct?
- 2) How would it be possible for Math Nation to be on the Geometry Honors list with a score of 100% aligned, and approved for all the other reasons, but not on the (regular) Geometry list, when our regular Geometry course submitted is an exact subset of our Geometry Honors course submitted?
- 3) Is there somewhere we can review the reasons why weren't included for each course, so that we can update our material accordingly (if necessary)? We don't see it on the [FLIMadoption.org](http://FLIMadoption.org) site.

Thanks,  
Ethan

On Apr 15, 2022, at 3:58 PM, Baumbach, Amber  
<[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)> wrote:

Hi Ethan,

Math Nation is on the adopted list for Grade 6, Grade 7, Grade 8, Algebra 1, Algebra 1 Honors, Algebra 2, and Geometry Honors. You may appeal any submissions that did not make the adopted list.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program  
Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
<image001.png>

---

**From:** Ethan Fieldman  
<[ethan@mathnation.com](mailto:ethan@mathnation.com)>  
**Sent:** Friday, April 15, 2022 3:19 PM  
**To:** Hamilton, Lauren  
<[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>;  
Baumbach, Amber  
<[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Rivers1,  
Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Ashley  
Fieldman <[ashley@mathnation.com](mailto:ashley@mathnation.com)>; Shawn  
Wigg <[shawn@mathnation.com](mailto:shawn@mathnation.com)>  
**Subject:** Re: 21-22 Instructional Materials  
Mathematics State Adopted List

No, Iâ€™m just asking WHERE we are on the list.

As in, did you not receive our payment? Or was a mistake made, etc.

Ethan

On Apr 15, 2022, at 3:12 PM,  
Hamilton, Lauren  
<[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
wrote:

If you wish to appeal any adoption decision, please see our policies and procedures document on our instructional materials website. [POLICIES AND PROCEDURES \(fldoe.org\)](#)

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and  
Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite  
424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

<image001.png>

---

**From:** Hamilton, Lauren  
**Sent:** Friday, April 15, 2022 2:23 PM  
**Cc:** Seeds, Cathy  
<[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>;  
Baumbach, Amber  
<[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>;  
Rivers1, Angelia  
<[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
**Subject:** 21-22 Instructional  
Materials Mathematics State  
Adopted List

Good afternoon publishers,

The 2021-2022 Mathematics  
Instructional materials State  
Adopted list is now available on our  
webpage here: [2021-2022 K-12  
Mathematics Adoption list  
\(fldoe.org\)](#)

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and  
Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite  
424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

<image001.png>

**Sent:** Friday, April 22, 2022 8:49 AM EDT

**To:** Ethan Fieldman <ethan@mathnation.com> <Ethan Fieldman <ethan@mathnation.com>>; Baumbach, Amber

**CC:** Ashley Fieldman <ashley@mathnation.com> <Ashley Fieldman <ashley@mathnation.com>>; Seeds, Cathy; Rivers1, Angelia; Shawn Wigg <shawn@mathnation.com> <Shawn Wigg <shawn@mathnation.com>>

**Subject:** RE: Request for reconsideration/inquiry - Math Nation - 7th Grade Accelerated

**Attachment(s):** "Math Nation-Appeals K-12 Mathematics.xlsx", "image001.png"

Good morning,

Thank you so much for your inquiry. Attached is our initial findings from the review process of both standards alignment (full evaluations for materials attached) and any special topics findings. Only materials and standards that were rated at a 3-Fair or below, are of interest for the purpose of non-adoption. All findings are attached to this email and we welcome further conversation regarding these findings and ensuring all your materials are appropriate for Florida classrooms.

Also, please advise if you believe you have proprietary materials of a nature that would prevent the department from disclosing them as public records. If so, please identify the grounds for that claim.

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Ethan Fieldman <ethan@mathnation.com>

**Sent:** Monday, April 18, 2022 5:33 PM

**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Cc:** Ashley Fieldman <ashley@mathnation.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Shawn Wigg <shawn@mathnation.com>

**Subject:** Request for reconsideration/inquiry - Math Nation - 7th Grade Accelerated

Amber, thank you very much for the prompt reply.

We understand that we were awarded a 3.4 out of 5.0 on 7th Accelerated, and thus did not make the state's recommended list for that course. As the "Not Recommended" PDF shows, the 3.4 score is the only reason we were not allowed onto the recommended list.

We ask that FLDOE please review this decision (because we believe it may have been an error in scoring, or a clerical error).

We poured over the B.E.S.T. Standards for Mathematics to create a curriculum (from scratch) that was truly aligned to the new standards, since they are so different from previous standards. As the only Florida-based option, we understand the importance and significance of alignment to these new standards and our alignment scores in other math courses demonstrate that. Since our 7th Accelerated course only uses content from 2 other approved courses (7th Grade-regular and 8th Grade), and there are no content benchmarks in the 7th Accelerated course standards that are not in either of those two courses, it must be that there was a clerical error or glitch in the system. Again, we formally ask that you review this decision not to place Math Nation's 7th Accelerated curriculum on the recommended list.

Every course we submitted (other than 7th Accelerated) had an alignment score high enough to make the recommended list.

Florida's new 7th Accelerated course is made up of the following content benchmarks:

- 100% of the 8th Grade benchmarks are in 7th Accelerated (all 40 of the 8th Grade-regular content benchmarks)
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Regards,  
Ethan

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An updated version of the not recommended list with the correct title of the 7<sup>th</sup> grade accelerated bid will be posted.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
<image001.png>

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**Sent:** Monday, April 18, 2022 3:15 PM  
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**Cc:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Shawn Wigg <[shawn@mathnation.com](mailto:shawn@mathnation.com)>  
**Subject:** Re: 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,

We reviewed the not-recommended list that was posted on the instructional materials website, and for 7th accelerated, our middle school course that was rejected, it has â€˜7th grade mathâ€™ listed as the product that was reviewed and rejected for a 3.4 alignment.

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Ashley  
321-446-4556

<image002.jpg>

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Ethan

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Thank you,

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Bureau of Standards and Instructional Support  
Florida Department of Education  
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Tallahassee, FL 32399-0400  
850-245-9115  
<image001.png>

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**From:** Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)>  
**Sent:** Friday, April 15, 2022 3:19 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Ashley Fieldman <[ashley@mathnation.com](mailto:ashley@mathnation.com)>; Shawn Wigg <[shawn@mathnation.com](mailto:shawn@mathnation.com)>  
**Subject:** Re: 21-22 Instructional Materials Mathematics State Adopted List

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If you wish to appeal any adoption decision, please see our policies and procedures document on our instructional materials website. [POLICIES AND PROCEDURES \(fldoe.org\)](http://POLICIES AND PROCEDURES (fldoe.org))

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

<image001.png>

---

**From:** Hamilton, Lauren  
**Sent:** Friday, April 15, 2022 2:23 PM  
**Cc:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Baumbach, Amber  
<[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
**Subject:** 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon publishers,

The 2021-2022 Mathematics Instructional materials State Adopted list is now available on our webpage here: [2021-2022 K-12 Mathematics Adoption list \(fldoe.org\)](https://fldoe.org)

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

<image001.png>

|    | A                                                                                                                                                                                  | B                                                   | C                                                                                                                                                                                                     |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | Bid #                                                                                                                                                                              | Course                                              | Title                                                                                                                                                                                                 |
| 1  | 442                                                                                                                                                                                | M/J Grade 7 Accelerated Mathematics (Special Topic) | Math Nation: Florida's BEST 7th Grade Accelerated Math                                                                                                                                                |
| 2  | 433                                                                                                                                                                                | Algebra 2 Honors (Special Topics)                   | Math Nation: Florida's B.E.S.T. Algebra 2 Honors                                                                                                                                                      |
| 3  | 436                                                                                                                                                                                | Geometry (Special Topics)                           | Math Nation: Florida's BEST Geometry                                                                                                                                                                  |
| 4  |                                                                                                                                                                                    |                                                     |                                                                                                                                                                                                       |
| 5  |                                                                                                                                                                                    |                                                     |                                                                                                                                                                                                       |
| 6  |                                                                                                                                                                                    |                                                     |                                                                                                                                                                                                       |
| 7  |                                                                                                                                                                                    |                                                     |                                                                                                                                                                                                       |
| 8  |                                                                                                                                                                                    |                                                     |                                                                                                                                                                                                       |
| 9  |                                                                                                                                                                                    |                                                     |                                                                                                                                                                                                       |
| 10 | Special Topics Evidence                                                                                                                                                            |                                                     |                                                                                                                                                                                                       |
| 11 | Bid 442                                                                                                                                                                            |                                                     |                                                                                                                                                                                                       |
| 12 | Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?                                                                        | 1 - Very Poor/No Alignment                          | The warm up activity for 7.5.1 includes a controversial topic regarding equal pay and discrimination.                                                                                                 |
| 13 | Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 3 - Fair Alignment                                  | Each lesson contains a "self reflective portion" many of which have nothing to do with the standard or of understanding the concepts. More geared to the "mindset". See 14.5.1 for a warm up example. |
| 14 | Bid 433                                                                                                                                                                            |                                                     |                                                                                                                                                                                                       |
| 15 | Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 3 - Fair Alignment                                  | Overall SEL is not addressed; however in some lessons students are asked to rate themselves in the lesson and learning, which is an SEL strategy.                                                     |
| 16 | Bid 436                                                                                                                                                                            |                                                     |                                                                                                                                                                                                       |



|    | D                    | E               | F           | G       | H   | I           | J            | K    | L    | M           |             |         |     |
|----|----------------------|-----------------|-------------|---------|-----|-------------|--------------|------|------|-------------|-------------|---------|-----|
|    | Special Topics (Y/N) | Standards Score | Explanation | Emailed | Del | Evaluations | Appeal Filed | What | Need | Negotiation | Changes due | Content | Spe |
| 1  |                      |                 |             |         |     |             |              |      |      |             |             |         |     |
| 2  | Y                    | 4.8             |             |         |     |             |              |      |      |             |             |         |     |
| 3  | Y                    | 4               |             |         |     |             |              |      |      |             |             |         |     |
| 4  | Y                    | 4.4             |             |         |     |             |              |      |      |             |             |         |     |
| 5  |                      |                 |             |         |     |             |              |      |      |             |             |         |     |
| 6  |                      |                 |             |         |     |             |              |      |      |             |             |         |     |
| 7  |                      |                 |             |         |     |             |              |      |      |             |             |         |     |
| 8  |                      |                 |             |         |     |             |              |      |      |             |             |         |     |
| 9  |                      |                 |             |         |     |             |              |      |      |             |             |         |     |
| 10 |                      |                 |             |         |     |             |              |      |      |             |             |         |     |
| 11 |                      |                 |             |         |     |             |              |      |      |             |             |         |     |
| 12 |                      |                 |             |         |     |             |              |      |      |             |             |         |     |
| 13 |                      |                 |             |         |     |             |              |      |      |             |             |         |     |
| 14 |                      |                 |             |         |     |             |              |      |      |             |             |         |     |
| 15 |                      |                 |             |         |     |             |              |      |      |             |             |         |     |
| 16 |                      |                 |             |         |     |             |              |      |      |             |             |         |     |

|    | A                                                                                                                                                                                         | B                         | C                                                                                                       |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------------------------------------------------------------------------------------|
| 17 | <p>Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?</p> | <p>3 - Fair Alignment</p> | <p>In some lessons, example 6.7, asked students to rate the level of understanding (self-awareness)</p> |

**Sent:** Tuesday, April 26, 2022 9:09 AM EDT

**To:** Ashley Fieldman; Seeds, Cathy

**CC:** Baumbach, Amber; Rivers1, Angelia; Shawn Wigg; jim.richmond@fldoe.org <jim.richmond@fldoe.org>; Ethan Fieldman

**Subject:** RE: Request for reconsideration/inquiry - Math Nation - 7th Grade Accelerated

**Attachment(s):** "image001.png"

Hi Ashley,

Thanks for reaching out. We did receive all evidence for the non-adopted materials and are in the review stages. We will reach out with next steps soon.

Thanks,

Lauren

Lauren Hamilton

Instructional Materials Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street, Suite 424

Tallahassee, FL 32399-0400

850-245-0882 Office

850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Ashley Fieldman <ashley@mathnation.com>

**Sent:** Tuesday, April 26, 2022 9:04 AM

**To:** Seeds, Cathy <Cathy.Seeds@fldoe.org>

**Cc:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Rivers1, Angelia

<Angelia.Rivers1@fldoe.org>; Shawn Wigg <shawn@mathnation.com>; jim.richmond@fldoe.org; Ethan Fieldman

<ethan@mathnation.com>

**Subject:** Re: Request for reconsideration/inquiry - Math Nation - 7th Grade Accelerated

Good morning,

I just wanted to check in and see if someone was able to review our before and after google doc of our changes so that we can move forward with those in our materials and move from the not-recommended list to the recommended list. Please let us know how we can be of assistance.

Thanks,

**Ashley Fieldman**

**Director**

**Math Nation**

**321-446-4556**

On Apr 22, 2022, at 3:59 PM, Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)> wrote:

Hi, thank you for the call just now.

As we emailed about on April 18th (below), we appeal the decision of DOE on 7th accelerated, Geometry, and Algebra 2 Honors.

At this time, we would like to work through the process with you all and not go through DOAH.

As you can see in the Google Doc below, we have shown the updates that we have made to 7th Accelerated, Geometry, and Algebra 2 Honors. These changes address all comments provided by DOE. These updates can also be seen in [FLIMadoption.org](http://FLIMadoption.org) portal using the links that we had submitted last summer. The Google Doc is simply screenshots before the changes and after the changes, compiled to make it quicker and simpler for you to review and approve.

Please let me know if there is anything else we need to do, or can do, to expedite this process. Thanks again for your

FL-DOE-22-0431-A-003018

assistance.

Best,  
Ethan

Google Doc of before and after changes: <https://docs.google.com/document/d/1HmBibQi8IrVXr19Y-LpBcJViAdz7-fXm3HFzPFoIyQ/edit>

On Apr 22, 2022, at 11:54 AM, Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)> wrote:

Hi,

I'm following up on the email communication from April 18th. I'm writing on behalf of Study Edge and the Math Nation curricula in the math adoption process.

I'd prefer not to go through the DOAH process right now, and instead work with DOE on resubmitting our instructional materials.

Would you please have someone reach out to discuss your requested changes? We are available evenings and all weekend, so any time at all is fine for the call.

We would like to discuss 3 of our courses (i.e, the ones on the Not Recommended list)  
7th Accelerated  
Geometry  
Algebra 2 Honors

Again, we are available essentially 24/7 so please let us know as soon as possible as to when we can discuss these 3 courses and the desired changes. Just let us know what works best for you.

Regards,  
Ethan

On Apr 18, 2022, at 5:33 PM, Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)> wrote:

Amber, thank you very much for the prompt reply.

We understand that we were awarded a 3.4 out of 5.0 on 7th Accelerated, and thus did not make the state's recommended list for that course. As the Not Recommended PDF shows, the 3.4 score is the only reason we were not allowed onto the recommended list.

We ask that FLDOE please review this decision (because we believe it may have been an error in scoring, or a clerical error).

We poured over the B.E.S.T. Standards for Mathematics to create a curriculum (from scratch) that was truly aligned to the new standards, since they are so different from previous standards. As the only Florida-based option, we understand the importance and significance of alignment to these new standards and our alignment scores in other math courses demonstrate that. Since our 7th Accelerated course only uses content from 2 other approved courses (7th Grade-regular and 8th Grade), and there are no content benchmarks in the 7th Accelerated course standards that are not in either of those two courses, it must be that there was a clerical error or glitch in the system. Again, we formally ask that you review this decision not to place Math Nation's 7th Accelerated curriculum on the recommended list.

Every course we submitted (other than 7th Accelerated) had an alignment score high enough to make the recommended list.

Florida's new 7th Accelerated course is made up of the following content benchmarks:

a) 100% of the 8th Grade benchmarks are in 7th Accelerated (all 40 of the 8th Grade-regular content

benchmarks)

b) 50% of the 7th Grade-regular benchmarks are in 7th Accelerated (17 of the 34 7th Grade-regular content benchmarks)

c) There are no other content benchmarks in 7th Accelerated.

In 8th Grade (regular), we received a perfect 5.0/5.0 and 100.0% percentage of alignment.

In 7th Grade (regular), we received a 4.6/5.0 and 93.9% percentage of alignment.

This means that 70% of the 7th Accelerated content benchmarks are from 8th Grade, where we received a perfect 5.0 / 100.0% score. And the remaining 30% of the content benchmarks are from 7th Grade-regular, where we received a 4.6 score.

However, we were awarded a 3.4 in 7th Accelerated.

Also, we're very concerned that depending on how long the appeals process takes, Florida's teachers and students will not have their materials in time for the start of school.

We're also concerned that due to this issue, some districts may switch to other providers' providers that have much worse alignment scores from FLDOE (but do have a currently-recommended 7th Accelerated course).

Please let us know as soon as possible if there is anything else we need to do in order for an appeal to be initiated, or if this written request for reconsideration/appeal is satisfactory. If an appeal is not necessary but simply a reconsideration or inquiry into the matter, we ask that you do this at once. If an appeal is necessary, then we'd like this to serve as our formal request for an expedited appeal. Again, please let us know what else we need to do, if anything, to help rectify this situation.

Regards,  
Ethan

On Apr 18, 2022, at 3:34 PM, Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)> wrote:

Hi Ashley,

Math Nation's 7<sup>th</sup> Grade Accelerated bid is on the not recommended list. Math Nation's 7<sup>th</sup> Grade bid is on the adopted list.

An updated version of the not recommended list with the correct title of the 7<sup>th</sup> grade accelerated bid will be posted.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
<image001.png>

---

**From:** Ashley Fieldman <[ashley@mathnation.com](mailto:ashley@mathnation.com)>

**Sent:** Monday, April 18, 2022 3:15 PM

**To:** Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)>

**Cc:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Shawn Wigg <[shawn@mathnation.com](mailto:shawn@mathnation.com)>

**Subject:** Re: 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,

We reviewed the not-recommended list that was posted on the instructional materials website, and for 7th accelerated, our middle school course that was rejected, it has 7<sup>th</sup> grade math listed as the product that was reviewed and rejected for a 3.4 alignment.

Our 7th grade product would have received a low score if it was reviewed for

accelerated since it does not cover the 8th grade benchmarks.

Our 8th grade course received a 5.0 and 100.0% on alignment and was approved, and the material in that course is used in the 7th accelerated product. Our 7th grade lessons were also approved for alignment.

Iâ€™m wondering if links were somehow crossed and the wrong product was reviewed or perhaps the wrong score was inadvertently posted.

Please see screenshot attached.

We poured over the B.E.S.T. Standards for Mathematics to create a curriculum (from scratch) that was truly aligned to the new standards, since they are so different from previous standards. As the only Florida-based option, we understand the importance and significance of alignment. And our alignment scores in other courses demonstrate that. Since our 7th accelerated course only uses content from 2 other approved courses (7th and 8th), and there are no benchmarks in the 7th accelerated course standards that are not in either of those two courses, it must be that there was a clerical error or glitch in the system.

Thank you,  
Ashley  
321-446-4556

<image002.jpg>

On Apr 15, 2022, at 3:12 PM, Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)> wrote:

Hi, thank you for the quick response, we appreciate it.

1) We are also on Grade 6 Accelerated list, correct?

2) How would it be possible for Math Nation to be on the Geometry Honors list with a score of 100% aligned, and approved for all the other reasons, but not on the (regular) Geometry list, when our regular Geometry course submitted is an exact subset of our Geometry Honors course submitted?

3) Is there somewhere we can review the reasons why werenâ€™t included for each course, so that we can update our material accordingly (if necessary)? We donâ€™t see it on the [FLIMadoption.org](http://FLIMadoption.org) site.

Thanks,  
Ethan

On Apr 15, 2022, at 3:58 PM, Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)> wrote:

Hi Ethan,

Math Nation is on the adopted list for Grade 6, Grade 7, Grade 8, Algebra 1, Algebra 1 Honors, Algebra 2, and Geometry Honors. You may appeal any submissions that did not make the adopted list.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support

Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
<image001.png>

---

**From:** Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)>  
**Sent:** Friday, April 15, 2022 3:19 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Ashley Fieldman <[ashley@mathnation.com](mailto:ashley@mathnation.com)>; Shawn Wigg <[shawn@mathnation.com](mailto:shawn@mathnation.com)>  
**Subject:** Re: 21-22 Instructional Materials Mathematics State Adopted List

No, Iâ€™m just asking WHERE we are on the list.  
As in, did you not receive our payment? Or was a mistake made, etc.  
Ethan

On Apr 15, 2022, at 3:12 PM, Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)> wrote:

If you wish to appeal any adoption decision, please see our policies and procedures document on our instructional materials website. [POLICIES AND PROCEDURES \(fldoe.org\)](https://fldoe.org/POLICIES_AND_PROCEDURES)

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

<image001.png>

---

**From:** Hamilton, Lauren  
**Sent:** Friday, April 15, 2022 2:23 PM  
**Cc:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
**Subject:** 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon publishers,

The 2021-2022 Mathematics Instructional materials State Adopted list is now available on our webpage here: [2021-2022 K-12 Mathematics Adoption list \(fldoe.org\)](https://fldoe.org/2021-2022-K-12-Mathematics-Adoption-list)

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional  
Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

<image001.png>



**From:** Seeds, Cathy <Cathy> on behalf of Seeds, Cathy <Seeds, Cathy>  
**Sent:** Wednesday, April 20, 2022 2:11 PM EDT  
**To:** Ethan Fieldman  
**Subject:** RE: Request for reconsideration/inquiry - Math Nation - 7th Grade Accelerated  
**Attachment(s):** "image001.png"

Please call me.

Cathy Seeds  
Director, Library Media & Instructional Materials  
Bureau of Standards & Instructional Support  
Florida Department of Education

DOE Logo

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**From:** Ethan Fieldman <ethan@mathnation.com>  
**Sent:** Wednesday, April 20, 2022 11:49 AM  
**To:** Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Ashley Fieldman <ashley@mathnation.com>; Shawn Wigg <shawn@mathnation.com>  
**Subject:** Re: Request for reconsideration/inquiry - Math Nation - 7th Grade Accelerated

Hi, just to clarify,

7th Accelerated we believe is a mistake and would like to meet as soon as possible. We'd also like to meet about Geometry Regular and Alg2 Honors, where we have a "special topics" at the same time, but that's not an alignment mistake.

Regards,  
Ethan

On Apr 19, 2022, at 12:59 PM, Ethan Fieldman <ethan@mathnation.com> wrote:

Hi Cathy,  
Could we have a meeting about this Math Nation 7th Accelerated issue below, please? It's causing enormous disruption with school districts.  
We will make ourselves available 24/7.

Thanks very much.  
Ethan

Begin forwarded message:

**From:** Ethan Fieldman <ethan@mathnation.com>  
**Subject:** Request for reconsideration/inquiry - Math Nation - 7th Grade Accelerated  
**Date:** April 18, 2022 at 5:33:22 PM EDT  
**To:** "Baumbach, Amber" <Amber.Baumbach@fldoe.org>  
**Cc:** Ashley Fieldman <ashley@mathnation.com>, "Hamilton, Lauren" <Lauren.Hamilton@fldoe.org>, "Seeds, Cathy" <Cathy.Seeds@fldoe.org>, "Rivers1, Angelia" <Angelia.Rivers1@fldoe.org>, Shawn Wigg <shawn@mathnation.com>

Amber, thank you very much for the prompt reply.

We understand that we were awarded a 3.4 out of 5.0 on 7th Accelerated, and thus did not make the state's recommended list for that course. As the "Not Recommended" PDF shows, the 3.4 score is the only reason we were not allowed onto the recommended list.

We ask that FLDOE please review this decision (because we believe it may have been an error in scoring, or a

clerical error).

We poured over the B.E.S.T. Standards for Mathematics to create a curriculum (from scratch) that was truly aligned to the new standards, since they are so different from previous standards. As the only Florida-based option, we understand the importance and significance of alignment to these new standards and our alignment scores in other math courses demonstrate that. Since our 7th Accelerated course only uses content from 2 other approved courses (7th Grade-regular and 8th Grade), and there are no content benchmarks in the 7th Accelerated course standards that are not in either of those two courses, it must be that there was a clerical error or glitch in the system. Again, we formally ask that you review this decision not to place Math Nation's 7th Accelerated curriculum on the recommended list.

Every course we submitted (other than 7th Accelerated) had an alignment score high enough to make the recommended list.

Florida's new 7th Accelerated course is made up of the following content benchmarks:

- a) 100% of the 8th Grade benchmarks are in 7th Accelerated (all 40 of the 8th Grade-regular content benchmarks)
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However, we were awarded a 3.4 in 7th Accelerated.

Also, we're very concerned that depending on how long the appeals process takes, Florida's teachers and students will not have their materials in time for the start of school. We're also concerned that due to this issue, some districts may switch to other providers' providers that have much worse alignment scores from FLDOE (but do have a currently-recommended 7th Accelerated course).

Please let us know as soon as possible if there is anything else we need to do in order for an appeal to be initiated, or if this written request for reconsideration/appeal is satisfactory. If an appeal is not necessary but simply a reconsideration or inquiry into the matter, we ask that you do this at once. If an appeal is necessary, then we'd like this to serve as our formal request for an expedited appeal. Again, please let us know what else we need to do, if anything, to help rectify this situation.

Regards,  
Ethan

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Hi Ashley,

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An updated version of the not recommended list with the correct title of the 7<sup>th</sup> grade accelerated bid will be posted.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
<image001.png>

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**Sent:** Monday, April 18, 2022 3:15 PM

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**Cc:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Shawn Wigg <[shawn@mathnation.com](mailto:shawn@mathnation.com)>  
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321-446-4556

<image002.jpg>

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**Sent:** Friday, April 15, 2022 3:19 PM  
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**Cc:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Ashley Fieldman <[ashley@mathnation.com](mailto:ashley@mathnation.com)>; Shawn Wigg <[shawn@mathnation.com](mailto:shawn@mathnation.com)>  
**Subject:** Re: 21-22 Instructional Materials Mathematics State Adopted List

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Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
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**From:** Hamilton, Lauren  
**Sent:** Friday, April 15, 2022 2:23 PM  
**Cc:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
**Subject:** 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon publishers,

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Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

<image001.png>

**From:** Ethan Fieldman <ethan@mathnation.com>  
**Sent:** Wednesday, April 20, 2022 4:53 PM EDT  
**To:** Seeds; Cathy  
**CC:** Rivers1; Angelia  
**Subject:** Re: Request for reconsideration/inquiry - Math Nation - 7th Grade Accelerated  
**Attachment(s):** "PastedGraphic-14.png", "PastedGraphic-15.png", "PastedGraphic-16.png"

Cathy, thanks so much for the phone call today.

Here are the graphs and I said I would send about the wildly inconsistent data related to Math Nation's 7th accelerated standards-alignment score.

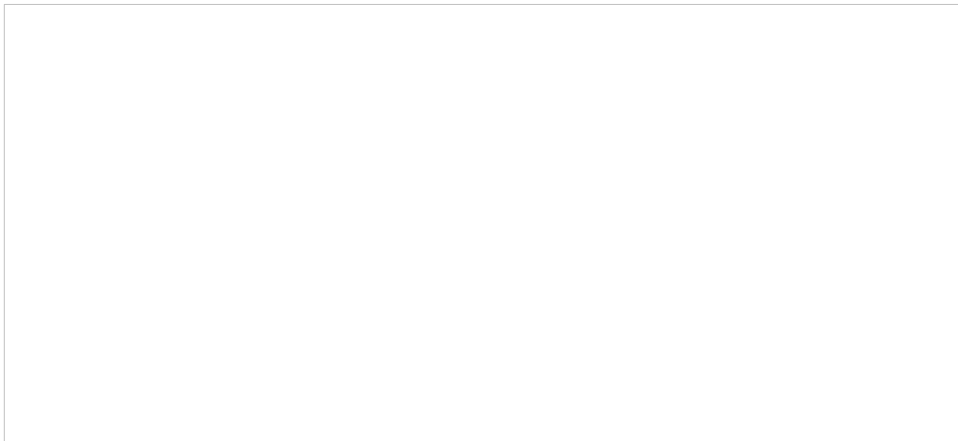
Remember that (a) Math Nation is the only Florida-based option, (b) Math Nation is the only publisher that wrote specifically and only for the B.E.S.T. standards (not several other states at the same time, or rearrangement or 'hole plugging' of a national Common Core or old MAFS curriculum), and (c) Math Nation is the only program co-developed by the University of Florida (or any other Florida university).

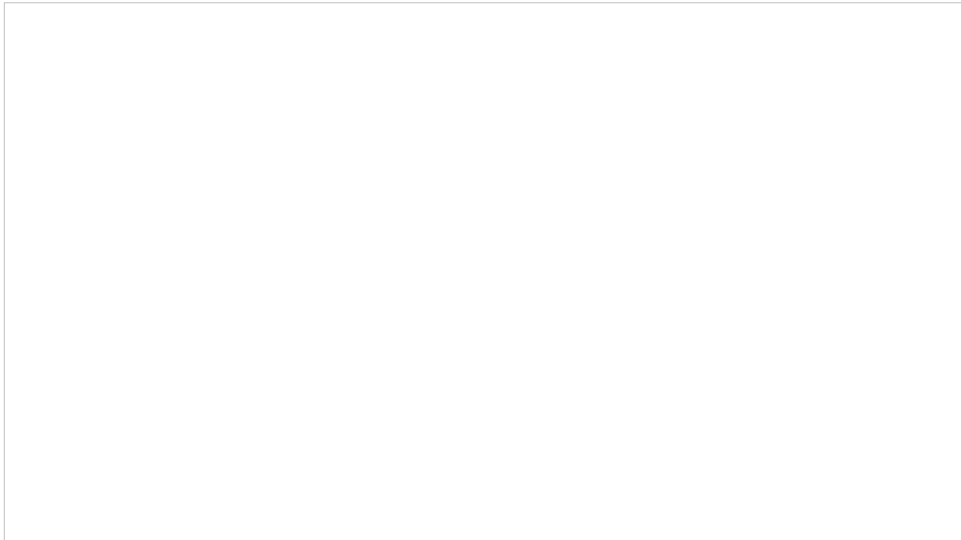
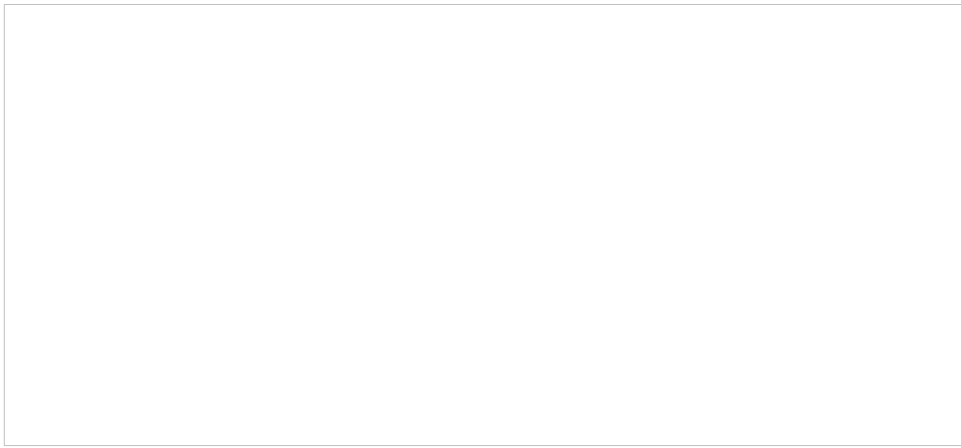
**Most importantly, Math Nation is the best-aligned publisher based on DOE's scores** This means that the districts who are going to switch away from Math Nation to another publisher for middle school (or for all of middle/high school) because of this 7th Accelerated mistake are going to end up with a worse-aligned curriculum. This would certainly be a bad outcome for the students and teachers, the Department, and the state overall. I'm sure that is not the intention of the commissioner or anyone involved in authoring or implementing these highly anticipated new standards.

As we talked about on the call, it seems wildly improbable that the Math Nation 7th Accelerated was awarded an average score of 3.4 by two or three qualified reviewers, and we think the DOE should investigate the wildly inconsistent data (and soon).

- 1) 97% of the individual benchmark ratings from reviewers of all Math Nation materials were either a 4 or a 5 for each benchmark in each of the courses.
- 2) 96% of the benchmark ratings from reviews from those who looked at the benchmarks included within 7A were either a 4 or a 5.
- 3) 87% of the reviewers of our materials gave an overall average rating between 4.6-5 out of 5 and none of the reviewers across all courses gave an overall average rating less than 3.98. No one came anywhere close to a 3.4.

Also, please see the charts below.





For background:

Florida's new 7th Accelerated course is made up of the following content benchmarks:

- a) 100% of the 8th Grade benchmarks are in 7th Accelerated (all 40 of the 8th Grade-regular content benchmarks)
- b) 50% of the 7th Grade-regular benchmarks are in 7th Accelerated (17 of the 34 7th Grade-regular content benchmarks)
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In 8th Grade (regular), we received a perfect 5.0/5.0 and 100.0% percentage of alignment.  
In 7th Grade (regular), we received a 4.6/5.0 and 93.9% percentage of alignment.

This means that 70% of the 7th Accelerated content benchmarks are from 8th Grade, where we received a perfect 5.0 / 100.0% score. And the remaining 30% of the content benchmarks are from 7th Grade-regular, where we received a 4.6 score.  
However, we were awarded a 3.4 in 7th Accelerated. Given the abundance of data, it seems that a typo or clerical error must have occurred.

Again, thank you for the call about the discrepancy in the scoring data.

Regards,  
Ethan

On Apr 20, 2022, at 2:11 PM, Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)> wrote:

Please call me.

Cathy Seeds  
Director, Library Media & Instructional Materials  
Bureau of Standards & Instructional Support  
Florida Department of Education

<image001.png>

---

From: Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)>

**Sent:** Wednesday, April 20, 2022 11:49 AM  
**To:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Ashley Fieldman <[ashley@mathnation.com](mailto:ashley@mathnation.com)>; Shawn Wigg <[shawn@mathnation.com](mailto:shawn@mathnation.com)>  
**Subject:** Re: Request for reconsideration/inquiry - Math Nation - 7th Grade Accelerated

Hi, just to clarify,

7th Accelerated we believe is a mistake and would like to meet as soon as possible. We'd also like to meet about Geometry Regular and Alg2 Honors, where we have a special topics at the same time, but that's not an alignment mistake.

Regards,  
Ethan

On Apr 19, 2022, at 12:59 PM, Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)> wrote:

Hi Cathy,  
Could we have a meeting about this Math Nation 7th Accelerated issue below, please? It's causing enormous disruption with school districts.  
We will make ourselves available 24/7.

Thanks very much.  
Ethan

Begin forwarded message:

**From:** Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)>  
**Subject:** Request for reconsideration/inquiry - Math Nation - 7th Grade Accelerated  
**Date:** April 18, 2022 at 5:33:22 PM EDT  
**To:** "Baumbach, Amber" <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Ashley Fieldman <[ashley@mathnation.com](mailto:ashley@mathnation.com)>, "Hamilton, Lauren" <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>, "Seeds, Cathy" <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>, "Rivers1, Angelia" <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>, Shawn Wigg <[shawn@mathnation.com](mailto:shawn@mathnation.com)>

Amber, thank you very much for the prompt reply.

We understand that we were awarded a 3.4 out of 5.0 on 7th Accelerated, and thus did not make the state's recommended list for that course. As the Not Recommended PDF shows, the 3.4 score is the only reason we were not allowed onto the recommended list.

We ask that FLDOE please review this decision (because we believe it may have been an error in scoring, or a clerical error).

We poured over the B.E.S.T. Standards for Mathematics to create a curriculum (from scratch) that was truly aligned to the new standards, since they are so different from previous standards. As the only Florida-based option, we understand the importance and significance of alignment to these new standards and our alignment scores in other math courses demonstrate that. Since our 7th Accelerated course only uses content from 2 other approved courses (7th Grade-regular and 8th Grade), and there are no content benchmarks in the 7th Accelerated course standards that are not in either of those two courses, it must be that there was a clerical error or glitch in the system. Again, we formally ask that you review this decision not to place Math Nation's 7th Accelerated curriculum on the recommended list.

Every course we submitted (other than 7th Accelerated) had an alignment score high enough to make the recommended list.

Florida's new 7th Accelerated course is made up of the following content benchmarks:

- a) 100% of the 8th Grade benchmarks are in 7th Accelerated (all 40 of the 8th Grade-regular content benchmarks)
- b) 50% of the 7th Grade-regular benchmarks are in 7th Accelerated (17 of the 34 7th Grade-regular content benchmarks)



c) There are no other content benchmarks in 7th Accelerated.

In 8th Grade (regular), we received a perfect 5.0/5.0 and 100.0% percentage of alignment.  
In 7th Grade (regular), we received a 4.6/5.0 and 93.9% percentage of alignment.

This means that 70% of the 7th Accelerated content benchmarks are from 8th Grade, where we received a perfect 5.0 / 100.0% score. And the remaining 30% of the content benchmarks are from 7th Grade-regular, where we received a 4.6 score.  
However, we were awarded a 3.4 in 7th Accelerated.

Also, we're very concerned that depending on how long the appeals process takes, Florida's teachers and students will not have their materials in time for the start of school. We're also concerned that due to this issue, some districts may switch to other providers providers that have much worse alignment scores from FLDOE (but do have a currently-recommended 7th Accelerated course).

Please let us know as soon as possible if there is anything else we need to do in order for an appeal to be initiated, or if this written request for reconsideration/appeal is satisfactory. If an appeal is not necessary but simply a reconsideration or inquiry into the matter, we ask that you do this at once. If an appeal is necessary, then we'd like this to serve as our formal request for an expedited appeal. Again, please let us know what else we need to do, if anything, to help rectify this situation.

Regards,  
Ethan

On Apr 18, 2022, at 3:34 PM, Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)> wrote:

Hi Ashley,

Math Nation's 7<sup>th</sup> Grade Accelerated bid is on the not recommended list. Math Nation's 7<sup>th</sup> Grade bid is on the adopted list.  
An updated version of the not recommended list with the correct title of the 7<sup>th</sup> grade accelerated bid will be posted.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
<image001.png>

---

**From:** Ashley Fieldman <[ashley@mathnation.com](mailto:ashley@mathnation.com)>  
**Sent:** Monday, April 18, 2022 3:15 PM  
**To:** Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)>  
**Cc:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers 1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Shawn Wigg <[shawn@mathnation.com](mailto:shawn@mathnation.com)>  
**Subject:** Re: 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,

We reviewed the not-recommended list that was posted on the instructional materials website, and for 7th accelerated, our middle school course that was rejected, it has 7<sup>th</sup> grade math listed as the product that was reviewed and rejected for a 3.4 alignment.

Our 7th grade product would have received a low score if it was reviewed for accelerated since it does not cover the 8th grade benchmarks.

Our 8th grade course received a 5.0 and 100.0% on alignment and was approved, and the material in that course is used in the 7th accelerated product. Our 7th grade lessons

were also approved for alignment.

Iâ€™m wondering if links were somehow crossed and the wrong product was reviewed or perhaps the wrong score was inadvertently posted.

Please see screenshot attached.

We poured over the B.E.S.T. Standards for Mathematics to create a curriculum (from scratch) that was truly aligned to the new standards, since they are so different from previous standards. As the only Florida-based option, we understand the importance and significance of alignment. And our alignment scores in other courses demonstrate that. Since our 7th accelerated course only uses content from 2 other approved courses (7th and 8th), and there are no benchmarks in the 7th accelerated course standards that are not in either of those two courses, it must be that there was a clerical error or glitch in the system.

Thank you,  
Ashley  
321-446-4556

<image002.jpg>

On Apr 15, 2022, at 3:12 PM, Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)> wrote:

Hi, thank you for the quick response, we appreciate it.

1) We are also on Grade 6 Accelerated list, correct?

2) How would it be possible for Math Nation to be on the Geometry Honors list with a score of 100% aligned, and approved for all the other reasons, but not on the (regular) Geometry list, when our regular Geometry course submitted is an exact subset of our Geometry Honors course submitted?

3) Is there somewhere we can review the reasons why werenâ€™t included for each course, so that we can update our material accordingly (if necessary)? We donâ€™t see it on the [FLIMadoption.org](http://FLIMadoption.org) site.

Thanks,  
Ethan

On Apr 15, 2022, at 3:58 PM, Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)> wrote:

Hi Ethan,

Math Nation is on the adopted list for Grade 6, Grade 7, Grade 8, Algebra 1, Algebra 1 Honors, Algebra 2, and Geometry Honors.  
You may appeal any submissions that did not make the adopted list.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

<image001.png>

---

**From:** Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)>  
**Sent:** Friday, April 15, 2022 3:19 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Ashley Fieldman <[ashley@mathnation.com](mailto:ashley@mathnation.com)>; Shawn Wigg <[shawn@mathnation.com](mailto:shawn@mathnation.com)>  
**Subject:** Re: 21-22 Instructional Materials Mathematics State Adopted List

No, Iâ€™m just asking WHERE we are on the list.  
As in, did you not receive our payment? Or was a mistake made, etc.  
Ethan

On Apr 15, 2022, at 3:12 PM, Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)> wrote:

If you wish to appeal any adoption decision, please see our policies and procedures document on our instructional materials website. [POLICIES AND PROCEDURES \(fldoe.org\)](https://fldoe.org/POLICIES_AND_PROCEDURES)

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

<image001.png>

---

**From:** Hamilton, Lauren  
**Sent:** Friday, April 15, 2022 2:23 PM  
**Cc:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
**Subject:** 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon publishers,

The 2021-2022 Mathematics Instructional materials State Adopted list is now available on our webpage here: [2021-2022 K-12 Mathematics Adoption list \(fldoe.org\)](https://fldoe.org/2021-2022-K-12-Mathematics-Adoption-list)

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support

Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

<image001.png>

**From:** Ashley Fieldman <ashley@mathnation.com>

**Sent:** Tuesday, April 26, 2022 9:10 AM EDT

**To:** Hamilton; Lauren

**CC:** Seeds, Cathy; Baumbach, Amber; Rivers1, Angelia; Shawn Wigg; jim.richmond@fldoe.org <jim.richmond@fldoe.org>; Ethan Fieldman

**Subject:** Re: Request for reconsideration/inquiry - Math Nation - 7th Grade Accelerated

Thank you!

**Ashley Fieldman**

**Director**

**Math Nation**

**321-446-4556**

On Apr 26, 2022, at 9:10 AM, Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)> wrote:

Hi Ashley,

Thanks for reaching out. We did receive all evidence for the non-adopted materials and are in the review stages. We will reach out with next steps soon.

Thanks,

Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

<image001.png>

---

**From:** Ashley Fieldman <[ashley@mathnation.com](mailto:ashley@mathnation.com)>

**Sent:** Tuesday, April 26, 2022 9:04 AM

**To:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>

**Cc:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Shawn Wigg <[shawn@mathnation.com](mailto:shawn@mathnation.com)>; jim.richmond@fldoe.org; Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)>

**Subject:** Re: Request for reconsideration/inquiry - Math Nation - 7th Grade Accelerated

Good morning,

I just wanted to check in and see if someone was able to review our before and after google doc of our changes so that we can move forward with those in our materials and move from the not-recommended list to the recommended list. Please let us know how we can be of assistance.

Thanks,

**Ashley Fieldman**

**Director**

**Math Nation**

**321-446-4556**

On Apr 22, 2022, at 3:59 PM, Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)> wrote:

Hi, thank you for the call just now.

As we emailed about on April 18th (below), we appeal the decision of DOE on 7th accelerated, Geometry, and Algebra 2 Honors.

At this time, we would like to work through the process with you all and not go through DOAH.

As you can see in the Google Doc below, we have shown the updates that we have made to 7th Accelerated, Geometry, and Algebra 2 Honors. These changes address all comments provided by DOE. These updates can also be seen in [FLIMadoption.org](https://www.flmadoption.org) portal using the links that we had submitted last summer. The Google Doc is simply screenshots before the changes and after the changes, compiled to make it quicker and simpler for you to review and approve.

Please let me know if there is anything else we need to do, or can do, to expedite this process. Thanks again for your assistance.

Best,  
Ethan

Google Doc of before and after changes: <https://docs.google.com/document/d/1HmBibQi8IrVXr19Y-LpBcJVIAdz7-fXm3HFfzPFoIyQ/edit>

On Apr 22, 2022, at 11:54 AM, Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)> wrote:

Hi,

I'm following up on the email communication from April 18th. I'm writing on behalf of Study Edge and the Math Nation curricula in the math adoption process.

I'd prefer not to go through the DOAH process right now, and instead work with DOE on resubmitting our instructional materials.

Would you please have someone reach out to discuss your requested changes? We are available evenings and all weekend, so any time at all is fine for the call.

We would like to discuss 3 of our courses (i.e, the ones on the Not Recommended list)  
7th Accelerated  
Geometry  
Algebra 2 Honors

Again, we are available essentially 24/7 so please let us know as soon as possible as to when we can discuss these 3 courses and the desired changes. Just let us know what works best for you.

Regards,  
Ethan

On Apr 18, 2022, at 5:33 PM, Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)> wrote:

Amber, thank you very much for the prompt reply.

We understand that we were awarded a 3.4 out of 5.0 on 7th Accelerated, and thus did not make the state's recommended list for that course. As the Not Recommended PDF shows, the 3.4 score is the only reason we were not allowed onto the recommended list.

We ask that FLDOE please review this decision (because we believe it may have been an error in scoring, or a clerical error).

We poured over the B.E.S.T. Standards for Mathematics to create a curriculum (from

scratch) that was truly aligned to the new standards, since they are so different from previous standards. As the only Florida-based option, we understand the importance and significance of alignment to these new standards and our alignment scores in other math courses demonstrate that. Since our 7th Accelerated course only uses content from 2 other approved courses (7th Grade-regular and 8th Grade), and there are no content benchmarks in the 7th Accelerated course standards that are not in either of those two courses, it must be that there was a clerical error or glitch in the system. Again, we formally ask that you review this decision not to place Math Nation's 7th Accelerated curriculum on the recommended list.

Every course we submitted (other than 7th Accelerated) had an alignment score high enough to make the recommended list.

Florida's new 7th Accelerated course is made up of the following content benchmarks:

- a) 100% of the 8th Grade benchmarks are in 7th Accelerated (all 40 of the 8th Grade-regular content benchmarks)
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Also, we're very concerned that depending on how long the appeals process takes, Florida's teachers and students will not have their materials in time for the start of school. We're also concerned that due to this issue, some districts may switch to other providers – providers that have much worse alignment scores from FLDOE (but do have a currently-recommended 7th Accelerated course).

Please let us know as soon as possible if there is anything else we need to do in order for an appeal to be initiated, or if this written request for reconsideration/appeal is satisfactory. If an appeal is not necessary but simply a reconsideration or inquiry into the matter, we ask that you do this at once. If an appeal is necessary, then we'd like this to serve as our formal request for an expedited appeal. Again, please let us know what else we need to do, if anything, to help rectify this situation.

Regards,  
Ethan

On Apr 18, 2022, at 3:34 PM, Baumbach, Amber  
<[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)> wrote:

Hi Ashley,

Math Nation's 7<sup>th</sup> Grade Accelerated bid is on the not recommended list. Math Nation's 7<sup>th</sup> Grade bid is on the adopted list. An updated version of the not recommended list with the correct title of the 7<sup>th</sup> grade accelerated bid will be posted.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400

---

**From:** Ashley Fieldman <[ashley@mathnation.com](mailto:ashley@mathnation.com)>  
**Sent:** Monday, April 18, 2022 3:15 PM  
**To:** Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)>  
**Cc:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Shawn Wigg <[shawn@mathnation.com](mailto:shawn@mathnation.com)>  
**Subject:** Re: 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,

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Ashley  
321-446-4556

<image002.jpg>

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Grade 7, Grade 8, Algebra 1, Algebra 1 Honors,  
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Library Media & Instructional Materials Program  
Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
<image001.png>

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**From:** Ethan Fieldman  
<[ethan@mathnation.com](mailto:ethan@mathnation.com)>  
**Sent:** Friday, April 15, 2022 3:19 PM  
**To:** Hamilton, Lauren  
<[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>;  
Baumbach, Amber  
<[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Rivers1,  
Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Ashley  
Fieldman <[ashley@mathnation.com](mailto:ashley@mathnation.com)>; Shawn  
Wigg <[shawn@mathnation.com](mailto:shawn@mathnation.com)>  
**Subject:** Re: 21-22 Instructional Materials  
Mathematics State Adopted List

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list.

As in, did you not receive our payment? Or was a  
mistake made, etc.

Ethan

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Hamilton, Lauren  
<[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
wrote:

If you wish to appeal any adoption  
decision, please see our policies  
and procedures document on our  
instructional materials website.  
[POLICIES AND PROCEDURES](https://fldoe.org/POLICIES_AND_PROCEDURES)  
([fldoe.org](https://fldoe.org))

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and  
Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite  
424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

<image001.png>

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**From:** Hamilton, Lauren  
**Sent:** Friday, April 15, 2022 2:23  
PM  
**Cc:** Seeds, Cathy  
<[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>;  
Baumbach, Amber  
<[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>;  
Rivers1, Angelia  
<[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
**Subject:** 21-22 Instructional  
Materials Mathematics State  
Adopted List

Good afternoon publishers,

The 2021-2022 Mathematics  
Instructional materials State  
Adopted list is now available on our  
webpage here: [2021-2022 K-12  
Mathematics Adoption list  
\(fldoe.org\)](#)

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and  
Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite  
424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

<image001.png>

**From:** Ashley Fieldman <ashley@mathnation.com>

**Sent:** Wednesday, April 27, 2022 8:58 AM EDT

**To:** Hamilton; Lauren

**CC:** Seeds, Cathy; Baumbach, Amber; Rivers1, Angelia; Shawn Wigg; Ethan Fieldman; Richmond, James

**Subject:** Re: Request for reconsideration/inquiry - Math Nation - 7th Grade Accelerated

Thank you! We very much appreciate your assistance working through the process!

**Ashley Fieldman**

**Director**

**Math Nation**

**321-446-4556**

On Apr 27, 2022, at 7:50 AM, Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Good morning,

We are excited to announce all 3 titles for Math Nation have been approved and are live on our recommended list here: <https://www.fldoe.org/core/fileparse.php/5574/urlt/2122MathAdoptedMaterials-42622.pdf>

Thank you for your hard work and diligence in getting this complete and please reach out if you have any questions.

Thanks,

Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

<image001.png>

---

**From:** Ashley Fieldman <ashley@mathnation.com>

**Sent:** Tuesday, April 26, 2022 9:11 AM

**To:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

**Cc:** Seeds, Cathy <Cathy.Seeds@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Shawn Wigg <shawn@mathnation.com>; jim.richmond@fldoe.org; Ethan Fieldman <ethan@mathnation.com>

**Subject:** Re: Request for reconsideration/inquiry - Math Nation - 7th Grade Accelerated

Thank you!

**Ashley Fieldman**

**Director**

**Math Nation**

**321-446-4556**

On Apr 26, 2022, at 9:10 AM, Hamilton, Lauren <Lauren.Hamilton@fldoe.org> wrote:

Hi Ashley,

Thanks for reaching out. We did receive all evidence for the non-adopted materials and are in the review stages. We will reach out with next steps soon.

Thanks,

Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
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**From:** Ashley Fieldman <[ashley@mathnation.com](mailto:ashley@mathnation.com)>  
**Sent:** Tuesday, April 26, 2022 9:04 AM  
**To:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>  
**Cc:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Shawn Wigg <[shawn@mathnation.com](mailto:shawn@mathnation.com)>; [jim.richmond@fldoe.org](mailto:jim.richmond@fldoe.org); Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)>  
**Subject:** Re: Request for reconsideration/inquiry - Math Nation - 7th Grade Accelerated

Good morning,

I just wanted to check in and see if someone was able to review our before and after google doc of our changes so that we can move forward with those in our materials and move from the not-recommended list to the recommended list. Please let us know how we can be of assistance.

Thanks,

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**Director**  
**Math Nation**  
**321-446-4556**

On Apr 22, 2022, at 3:59 PM, Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)> wrote:

Hi, thank you for the call just now.

As we emailed about on April 18th (below), we appeal the decision of DOE on 7th accelerated, Geometry, and Algebra 2 Honors.

At this time, we would like to work through the process with you all and not go through DOAH.

As you can see in the Google Doc below, we have shown the updates that we have made to 7th Accelerated, Geometry, and Algebra 2 Honors. These changes address all comments provided by DOE. These updates can also be seen in [FLIMadoption.org](http://FLIMadoption.org) portal using the links that we had submitted last summer. The Google Doc is simply screenshots before the changes and after the changes, compiled to make it quicker and simpler for you to review and approve.

Please let me know if there is anything else we need to do, or can do, to expedite this process. Thanks again for your assistance.

Best,  
Ethan

Google Doc of before and after changes:

<https://docs.google.com/document/d/1HmBibQi8IrVXr19Y-LpBcJViAdz7-fXm3HFlzPFolyQ/edit>

On Apr 22, 2022, at 11:54 AM, Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)> wrote:

Hi,

I'm following up on the email communication from April 18th. I'm writing on behalf of Study Edge and the Math Nation curricula in the math adoption process.

I'd prefer not to go through the DOAH process right now, and instead work with DOE on resubmitting our instructional materials.

Would you please have someone reach out to discuss your requested changes? We are available evenings and all weekend, so any time at all is fine for the call.

We would like to discuss 3 of our courses (i.e, the ones on the Not Recommended list)  
7th Accelerated  
Geometry  
Algebra 2 Honors

Again, we are available essentially 24/7 so please let us know as soon as possible as to when we can discuss these 3 courses and the desired changes. Just let us know what works best for you.

Regards,  
Ethan

On Apr 18, 2022, at 5:33 PM, Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)> wrote:

Amber, thank you very much for the prompt reply.

We understand that we were awarded a 3.4 out of 5.0 on 7th Accelerated, and thus did not make the state's recommended list for that course. As the "Not Recommended" PDF shows, the 3.4 score is the only reason we were not allowed onto the recommended list.

We ask that FLDOE please review this decision (because we believe it may have been an error in scoring, or a clerical error).

We poured over the B.E.S.T. Standards for Mathematics to create a curriculum (from scratch) that was truly aligned to the new standards, since they are so different from previous standards. As the only Florida-based option, we understand the importance and significance of alignment to these new standards, and our alignment scores in other math courses demonstrate that. Since our 7th Accelerated course only uses content from 2 other approved courses (7th Grade-regular and 8th Grade), and there are no content benchmarks in the 7th Accelerated course standards that are not in either of those two courses, it must be that there was a clerical error or glitch in the system. Again, we formally ask that you review this decision not to place Math Nation's 7th Accelerated curriculum on the recommended list.

Every course we submitted (other than 7th Accelerated) had an alignment score high enough to make the recommended list.

Florida's new 7th Accelerated course is made up of the following content benchmarks:

- a) 100% of the 8th Grade benchmarks are in 7th Accelerated (all 40 of the 8th Grade-regular content benchmarks)
- b) 50% of the 7th Grade-regular benchmarks are in 7th Accelerated (17 of the 34 7th Grade-regular content benchmarks)

c) There are no other content benchmarks in 7th Accelerated.

In 8th Grade (regular), we received a perfect 5.0/5.0 and 100.0% percentage of alignment.

In 7th Grade (regular), we received a 4.6/5.0 and 93.9% percentage of alignment.

This means that 70% of the 7th Accelerated content benchmarks are from 8th Grade, where we received a perfect 5.0 / 100.0% score. And the remaining 30% of the content benchmarks are from 7th Grade-regular, where we received a 4.6 score.

However, we were awarded a 3.4 in 7th Accelerated.

Also, we're very concerned that depending on how long the appeals process takes, Florida's teachers and students will not have their materials in time for the start of school. We're also concerned that due to this issue, some districts may switch to other providers' providers that have much worse alignment scores from FLDOE (but do have a currently-recommended 7th Accelerated course).

Please let us know as soon as possible if there is anything else we need to do in order for an appeal to be initiated, or if this written request for reconsideration/appeal is satisfactory. If an appeal is not necessary but simply a reconsideration or inquiry into the matter, we ask that you do this at once. If an appeal is necessary, then we'd like this to serve as our formal request for an expedited appeal. Again, please let us know what else we need to do, if anything, to help rectify this situation.

Regards,  
Ethan

On Apr 18, 2022, at 3:34 PM, Baumbach, Amber  
<[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)> wrote:

Hi Ashley,

Math Nation's 7<sup>th</sup> Grade Accelerated bid is on the not recommended list. Math Nation's 7<sup>th</sup> Grade bid is on the adopted list.

An updated version of the not recommended list with the correct title of the 7<sup>th</sup> grade accelerated bid will be posted.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
<image001.png>

---

**From:** Ashley Fieldman <[ashley@mathnation.com](mailto:ashley@mathnation.com)>  
**Sent:** Monday, April 18, 2022 3:15 PM  
**To:** Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)>  
**Cc:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Shawn Wigg <[shawn@mathnation.com](mailto:shawn@mathnation.com)>  
**Subject:** Re: 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,

We reviewed the not-recommended list that was posted on the instructional materials website, and for 7th accelerated, our middle school course that was rejected, it has 7th grade math listed as the product that was reviewed and rejected for a 3.4 alignment.

Our 7th grade product would have received a low score if it was reviewed for accelerated since it does not cover the 8th grade benchmarks.

Our 8th grade course received a 5.0 and 100.0% on alignment and was approved, and the material in that course is used in the 7th accelerated product. Our 7th grade lessons were also approved for alignment.

I'm wondering if links were somehow crossed and the wrong product was reviewed or perhaps the wrong score was inadvertently posted.

Please see screenshot attached.

We poured over the B.E.S.T. Standards for Mathematics to create a curriculum (from scratch) that was truly aligned to the new standards, since they are so different from previous standards. As the only Florida-based option, we understand the importance and significance of alignment. And our alignment scores in other courses demonstrate that. Since our 7th accelerated course only uses content from 2 other approved courses (7th and 8th), and there are no benchmarks in the 7th accelerated course standards that are not in either of those two courses, it must be that there was a clerical error or glitch in the system.

Thank you,  
Ashley  
321-446-4556

<image002.jpg>

On Apr 15, 2022, at 3:12 PM, Ethan Fieldman  
<[ethan@mathnation.com](mailto:ethan@mathnation.com)> wrote:

Hi, thank you for the quick response, we appreciate it.

1) We are also on Grade 6 Accelerated list, correct?

2) How would it be possible for Math Nation to be on the Geometry Honors list with a score of 100% aligned, and approved for all the other reasons, but not on the (regular) Geometry list, when our regular Geometry course submitted is an exact subset of our Geometry Honors course submitted?

3) Is there somewhere we can review the reasons why weren't included for each course, so that we can update our material accordingly (if necessary)? We don't see it on the [FLIMadoption.org](http://FLIMadoption.org) site.

Thanks,  
Ethan

On Apr 15, 2022, at 3:58 PM,  
Baumbach, Amber  
<[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
wrote:

Hi Ethan,

Math Nation is on the adopted list  
for Grade 6, Grade 7, Grade 8,  
Algebra 1, Algebra 1 Honors,  
Algebra 2, and Geometry Honors.  
You may appeal any submissions  
that did not make the adopted list.

Thank you,

Amber Baumbach  
Library Media & Instructional  
Materials Program Specialist  
Bureau of Standards and  
Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
<image001.png>

---

**From:** Ethan Fieldman  
<[ethan@mathnation.com](mailto:ethan@mathnation.com)>  
**Sent:** Friday, April 15, 2022 3:19  
PM  
**To:** Hamilton, Lauren  
<[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Seeds, Cathy  
<[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>;  
Baumbach, Amber  
<[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>;  
Rivers1, Angelia  
<[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>;  
Ashley Fieldman  
<[ashley@mathnation.com](mailto:ashley@mathnation.com)>; Shawn  
Wigg <[shawn@mathnation.com](mailto:shawn@mathnation.com)>  
**Subject:** Re: 21-22 Instructional  
Materials Mathematics State  
Adopted List

No, Iâ€™m just asking WHERE we  
are on the list.  
As in, did you not receive our  
payment? Or was a mistake made,  
etc.  
Ethan

On Apr 15, 2022, at  
3:12 PM, Hamilton,  
Lauren  
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If you wish to appeal any adoption decision, please see our policies and procedures document on our instructional materials website. [POLICIES AND PROCEDURES \(fldoe.org\)](#)

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials  
Specialist  
Bureau of Standards  
and Instructional  
Support  
Florida Department of  
Education  
325 West Gaines  
Street, Suite 424  
Tallahassee, FL  
32399-0400  
850-245-0882 Office  
850-245-0826 Fax

<image001.png>

---

**From:** Hamilton, Lauren  
**Sent:** Friday, April 15,  
2022 2:23 PM  
**Cc:** Seeds, Cathy  
<[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Baumbach, Amber  
<[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Rivers1,  
Angelia  
<[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
**Subject:** 21-22  
Instructional Materials  
Mathematics State  
Adopted List

Good afternoon  
publishers,

The 2021-2022  
Mathematics  
Instructional materials  
State Adopted list is  
now available on our  
webpage here: [2021-  
2022 K-12 Mathematics  
Adoption list \(fldoe.org\)](#)

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials  
Specialist  
Bureau of Standards  
and Instructional  
Support  
Florida Department of  
Education

325 West Gaines  
Street, Suite 424  
Tallahassee, FL  
32399-0400  
850-245-0882 Office  
850-245-0826 Fax

<image001.png>

**From:** Ashley Fieldman <ashley@mathnation.com>

**Sent:** Tuesday, April 26, 2022 9:03 AM EDT

**To:** Seeds; Cathy

**CC:** Baumbach, Amber; Hamilton, Lauren; Rivers1, Angelia; Shawn Wigg; jim.richmond@fldoe.org <jim.richmond@fldoe.org>; Ethan Fieldman

**Subject:** Re: Request for reconsideration/inquiry - Math Nation - 7th Grade Accelerated

Good morning,

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Please let me know if there is anything else we need to do, or can do, to expedite this process. Thanks again for your assistance.

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**Subject:** Re: 21-22 Instructional Materials Mathematics State Adopted List

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321-446-4556

<image002.jpg>

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Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
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Tallahassee, FL 32399-0400  
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**Sent:** Friday, April 15, 2022 3:19 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Ashley Fieldman <[ashley@mathnation.com](mailto:ashley@mathnation.com)>; Shawn Wigg <[shawn@mathnation.com](mailto:shawn@mathnation.com)>  
**Subject:** Re: 21-22 Instructional Materials Mathematics State Adopted List

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Ethan

If you wish to appeal any adoption decision, please see our policies and procedures document on our instructional materials website. [POLICIES AND PROCEDURES \(fldoe.org\)](#)

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

<image001.png>

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**From:** Hamilton, Lauren  
**Sent:** Friday, April 15, 2022 2:23 PM  
**Cc:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
**Subject:** 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon publishers,

The 2021-2022 Mathematics Instructional materials State Adopted list is now available on our webpage here: [2021-2022 K-12 Mathematics Adoption list \(fldoe.org\)](#)

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

<image001.png>

**From:** Ethan Fieldman <ethan@mathnation.com>

**Sent:** Friday, April 22, 2022 11:54 AM EDT

**To:** Baumbach, Amber; Hamilton, Lauren; Seeds, Cathy

**CC:** Ashley Fieldman; Rivers1, Angelia; Shawn Wigg; jim.richmond@fldoe.org <jim.richmond@fldoe.org>

**Subject:** Re: Request for reconsideration/inquiry - Math Nation - 7th Grade Accelerated

Hi,

I'm following up on the email communication from April 18th. I'm writing on behalf of Study Edge and the Math Nation curricula in the math adoption process.

I'd prefer not to go through the DOAH process right now, and instead work with DOE on resubmitting our instructional materials.

Would you please have someone reach out to discuss your requested changes? We are available evenings and all weekend, so any time at all is fine for the call.

We would like to discuss 3 of our courses (i.e, the ones on the Not Recommended list)

7th Accelerated

Geometry

Algebra 2 Honors

Again, we are available essentially 24/7 so please let us know as soon as possible as to when we can discuss these 3 courses and the desired changes. Just let us know what works best for you.

Regards,  
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On Apr 18, 2022, at 5:33 PM, Ethan Fieldman <ethan@mathnation.com> wrote:

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**Cc:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Shawn Wigg <[shawn@mathnation.com](mailto:shawn@mathnation.com)>  
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**Sent:** Friday, April 15, 2022 3:19 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Ashley Fieldman <[ashley@mathnation.com](mailto:ashley@mathnation.com)>; Shawn Wigg <[shawn@mathnation.com](mailto:shawn@mathnation.com)>  
**Subject:** Re: 21-22 Instructional Materials Mathematics State Adopted List

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**CC:** Ashley Fieldman; Rivers1, Angelia; Shawn Wigg; jim.richmond@fldoe.org <jim.richmond@fldoe.org>

**Subject:** Re: Request for reconsideration/inquiry - Math Nation - 7th Grade Accelerated

Hi, thank you for the call just now.

As we emailed about on April 18th (below), we appeal the decision of DOE on 7th accelerated, Geometry, and Algebra 2 Honors.

At this time, we would like to work through the process with you all and not go through DOAH.

As you can see in the Google Doc below, we have shown the updates that we have made to 7th Accelerated, Geometry, and Algebra 2 Honors. These changes address all comments provided by DOE. These updates can also be seen in [FLIMadoption.org](https://FLIMadoption.org) portal using the links that we had submitted last summer. The Google Doc is simply screenshots before the changes and after the changes, compiled to make it quicker and simpler for you to review and approve.

Please let me know if there is anything else we need to do, or can do, to expedite this process. Thanks again for your assistance.

Best,  
Ethan

Google Doc of before and after changes: <https://docs.google.com/document/d/1HmBibQi8lrVXr19Y-LpBcJVAdz7-fXm3HFlzPFolyQ/edit>

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**Sent:** Friday, April 22, 2022 8:50 AM EDT  
**To:** Ethan Fieldman; Baumbach, Amber  
**CC:** Ashley Fieldman; Seeds, Cathy; Rivers1, Angelia; Shawn Wigg  
**Subject:** RE: Request for reconsideration/inquiry - Math Nation - 7th Grade Accelerated  
**Attachment(s):** "Math Nation-Appeals K-12 Mathematics.xlsx", "image001.png"

Good morning,

Thank you so much for your inquiry. Attached is our initial findings from the review process of both standards alignment (full evaluations for materials attached) and any special topics findings. Only materials and standards that were rated at a 3-Fair or below, are of interest for the purpose of non-adoption. All findings are attached to this email and we welcome further conversation regarding these findings and ensuring all your materials are appropriate for Florida classrooms.

Also, please advise if you believe you have proprietary materials of a nature that would prevent the department from disclosing them as public records. If so, please identify the grounds for that claim.

Lauren Hamilton  
Instructional Materials Specialist  
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FDOE\_Public Schools Signature (005)

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An updated version of the not recommended list with the correct title of the 7<sup>th</sup> grade accelerated bid will be posted.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
<image001.png>

---

**From:** Ashley Fieldman <[ashley@mathnation.com](mailto:ashley@mathnation.com)>  
**Sent:** Monday, April 18, 2022 3:15 PM  
**To:** Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)>  
**Cc:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Shawn Wigg <[shawn@mathnation.com](mailto:shawn@mathnation.com)>  
**Subject:** Re: 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon,

We reviewed the not-recommended list that was posted on the instructional materials website, and for 7th accelerated, our middle school course that was rejected, it has â€˜7th grade mathâ€™ listed as the product that was reviewed and rejected for a 3.4 alignment.

Our 7th grade product would have received a low score if it was reviewed for accelerated since it does not cover the 8th grade benchmarks.

Our 8th grade course received a 5.0 and 100.0% on alignment and was approved, and the material in that course is used in the 7th accelerated product. Our 7th grade lessons were also approved for alignment.

Iâ€™m wondering if links were somehow crossed and the wrong product was reviewed or perhaps the wrong score was inadvertently posted.

Please see screenshot attached.

We poured over the B.E.S.T. Standards for Mathematics to create a curriculum (from scratch) that was truly aligned to the new standards, since they are so different from previous standards. As the only Florida-based option, we understand the importance and significance of alignment. And our alignment scores in other courses demonstrate that. Since our 7th accelerated course only uses content from 2 other approved courses (7th and 8th), and there are no benchmarks in the 7th accelerated course standards that are not in either of those two courses, it must be that there was a clerical error or glitch in the system.

Thank you,  
Ashley  
321-446-4556

<image002.jpg>

On Apr 15, 2022, at 3:12 PM, Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)> wrote:

Hi, thank you for the quick response, we appreciate it.

- 1) We are also on Grade 6 Accelerated list, correct?
- 2) How would it be possible for Math Nation to be on the Geometry Honors list with a score of 100% aligned, and approved for all the other reasons, but not on the (regular) Geometry list, when our regular Geometry course submitted is an exact subset of our Geometry Honors course submitted?
- 3) Is there somewhere we can review the reasons why weren't included for each course, so that we can update our material accordingly (if necessary)? We don't see it on the [FLIMadoption.org](http://FLIMadoption.org) site.

Thanks,  
Ethan

On Apr 15, 2022, at 3:58 PM, Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)> wrote:

Hi Ethan,

Math Nation is on the adopted list for Grade 6, Grade 7, Grade 8, Algebra 1, Algebra 1 Honors, Algebra 2, and Geometry Honors.  
You may appeal any submissions that did not make the adopted list.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
<image001.png>

---

**From:** Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)>  
**Sent:** Friday, April 15, 2022 3:19 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Ashley Fieldman <[ashley@mathnation.com](mailto:ashley@mathnation.com)>; Shawn Wigg <[shawn@mathnation.com](mailto:shawn@mathnation.com)>  
**Subject:** Re: 21-22 Instructional Materials Mathematics State Adopted List

No, I'm just asking WHERE we are on the list.  
As in, did you not receive our payment? Or was a mistake made, etc.  
Ethan

On Apr 15, 2022, at 3:12 PM, Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)> wrote:

If you wish to appeal any adoption decision, please see our policies and procedures document on our instructional materials website. [POLICIES AND PROCEDURES \(fldoe.org\)](http://POLICIES AND PROCEDURES (fldoe.org))

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

<image001.png>

---

**From:** Hamilton, Lauren  
**Sent:** Friday, April 15, 2022 2:23 PM  
**Cc:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Baumbach, Amber  
<[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
**Subject:** 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon publishers,

The 2021-2022 Mathematics Instructional materials State Adopted list is now available on our webpage here: [2021-2022 K-12 Mathematics Adoption list \(fldoe.org\)](https://fldoe.org/2021-2022-K-12-Mathematics-Adoption-list)

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

<image001.png>

|    | A                                                                                                                                                                                  | B                                                   | C                                                                                                                                                                                                     |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | Bid #                                                                                                                                                                              | Course                                              | Title                                                                                                                                                                                                 |
| 1  | 442                                                                                                                                                                                | M/J Grade 7 Accelerated Mathematics (Special Topic) | Math Nation: Florida's BEST 7th Grade Accelerated Math                                                                                                                                                |
| 2  | 433                                                                                                                                                                                | Algebra 2 Honors (Special Topics)                   | Math Nation: Florida's B.E.S.T. Algebra 2 Honors                                                                                                                                                      |
| 3  | 436                                                                                                                                                                                | Geometry (Special Topics)                           | Math Nation: Florida's BEST Geometry                                                                                                                                                                  |
| 4  |                                                                                                                                                                                    |                                                     |                                                                                                                                                                                                       |
| 5  |                                                                                                                                                                                    |                                                     |                                                                                                                                                                                                       |
| 6  |                                                                                                                                                                                    |                                                     |                                                                                                                                                                                                       |
| 7  |                                                                                                                                                                                    |                                                     |                                                                                                                                                                                                       |
| 8  |                                                                                                                                                                                    |                                                     |                                                                                                                                                                                                       |
| 9  |                                                                                                                                                                                    |                                                     |                                                                                                                                                                                                       |
| 10 | Special Topics Evidence                                                                                                                                                            |                                                     |                                                                                                                                                                                                       |
| 11 | Bid 442                                                                                                                                                                            |                                                     |                                                                                                                                                                                                       |
| 12 | Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?                                                                        | 1 - Very Poor/No Alignment                          | The warm up activity for 7.5.1 includes a controversial topic regarding equal pay and discrimination.                                                                                                 |
| 13 | Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 3 - Fair Alignment                                  | Each lesson contains a "self reflective portion" many of which have nothing to do with the standard or of understanding the concepts. More geared to the "mindset". See 14.5.1 for a warm up example. |
| 14 | Bid 433                                                                                                                                                                            |                                                     |                                                                                                                                                                                                       |
| 15 | Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? | 3 - Fair Alignment                                  | Overall SEL is not addressed; however in some lessons students are asked to rate themselves in the lesson and learning, which is an SEL strategy.                                                     |
| 16 | Bid 436                                                                                                                                                                            |                                                     |                                                                                                                                                                                                       |

|    | D                    | E               | F           | G       | H   | I           | J            | K    | L    | M           |             |         |     |
|----|----------------------|-----------------|-------------|---------|-----|-------------|--------------|------|------|-------------|-------------|---------|-----|
|    | Special Topics (Y/N) | Standards Score | Explanation | Emailed | Del | Evaluations | Appeal Filed | What | Need | Negotiation | Changes due | Content | Spe |
| 1  | Y                    | 4.8             |             |         |     |             |              |      |      |             |             |         |     |
| 2  | Y                    | 4               |             |         |     |             |              |      |      |             |             |         |     |
| 3  | Y                    | 4.4             |             |         |     |             |              |      |      |             |             |         |     |
| 4  | Y                    |                 |             |         |     |             |              |      |      |             |             |         |     |
| 5  |                      |                 |             |         |     |             |              |      |      |             |             |         |     |
| 6  |                      |                 |             |         |     |             |              |      |      |             |             |         |     |
| 7  |                      |                 |             |         |     |             |              |      |      |             |             |         |     |
| 8  |                      |                 |             |         |     |             |              |      |      |             |             |         |     |
| 9  |                      |                 |             |         |     |             |              |      |      |             |             |         |     |
| 10 |                      |                 |             |         |     |             |              |      |      |             |             |         |     |
| 11 |                      |                 |             |         |     |             |              |      |      |             |             |         |     |
| 12 |                      |                 |             |         |     |             |              |      |      |             |             |         |     |
| 13 |                      |                 |             |         |     |             |              |      |      |             |             |         |     |
| 14 |                      |                 |             |         |     |             |              |      |      |             |             |         |     |
| 15 |                      |                 |             |         |     |             |              |      |      |             |             |         |     |
| 16 |                      |                 |             |         |     |             |              |      |      |             |             |         |     |

|    | A                                                                                                                                                                                         | B                         | C                                                                                                       |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------------------------------------------------------------------------------------|
| 17 | <p>Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?</p> | <p>3 - Fair Alignment</p> | <p>In some lessons, example 6.7, asked students to rate the level of understanding (self-awareness)</p> |

**From:** Ethan Fieldman <ethan@mathnation.com>  
**Sent:** Wednesday, April 20, 2022 11:48 AM EDT  
**To:** Seeds, Cathy; Baumbach, Amber  
**CC:** Ashley Fieldman; Shawn Wigg  
**Subject:** Re: Request for reconsideration/inquiry - Math Nation - 7th Grade Accelerated

Hi, just to clarify,

7th Accelerated we believe is a mistake and would like to meet as soon as possible.

Weâ€™d also like to meet about Geometry Regular and Alg2 Honors, where we have a â€™special topicsâ€™ âœYâ€ at the same time, but thatâ€™s not an alignment mistake.

Regards,  
Ethan

On Apr 19, 2022, at 12:59 PM, Ethan Fieldman <ethan@mathnation.com> wrote:

Hi Cathy,  
Could we have a meeting about this Math Nation 7th Accelerated issue below, please? Itâ€™s causing enormous disruption with school districts.  
We will make ourselves available 24/7.

Thanks very much.  
Ethan

Begin forwarded message:

**From:** Ethan Fieldman <ethan@mathnation.com>  
**Subject:** Request for reconsideration/inquiry - Math Nation - 7th Grade Accelerated  
**Date:** April 18, 2022 at 5:33:22 PM EDT  
**To:** "Baumbach, Amber" <Amber.Baumbach@fldoe.org>  
**Cc:** Ashley Fieldman <ashley@mathnation.com>, "Hamilton, Lauren" <Lauren.Hamilton@fldoe.org>, "Seeds, Cathy" <Cathy.Seeds@fldoe.org>, "Rivers1, Angelia" <Angelia.Rivers1@fldoe.org>, Shawn Wigg <shawn@mathnation.com>

Amber, thank you very much for the prompt reply.

We understand that we were awarded a 3.4 out of 5.0 on 7th Accelerated, and thus did not make the stateâ€™s recommended list for that course. As the â€™Not Recommendedâ€™ PDF shows, the 3.4 score is the only reason we were not allowed onto the recommended list.

We ask that FLDOE please review this decision (because we believe it may have been an error in scoring, or a clerical error).

We poured over the B.E.S.T. Standards for Mathematics to create a curriculum (from scratch) that was truly aligned to the new standards, since they are so different from previous standards. As the only Florida-based option, we understand the importance and significance of alignment to these new standardsâ€™, and our alignment scores in other math courses demonstrate that. Since our 7th Accelerated course only uses content from 2 other approved courses (7th Grade-regular and 8th Grade), and there are no content benchmarks in the 7th Accelerated course standards that are not in either of those two courses, it must be that there was a clerical error or glitch in the system. Again, we formally ask that you review this decision not to place Math Nationâ€™s 7th Accelerated curriculum on the recommended list.

Every course we submitted (other than 7th Accelerated) had an alignment score high enough to make the recommended list.

Floridaâ€™s new 7th Accelerated course is made up of the following content benchmarks:  
a) 100% of the 8th Grade benchmarks are in 7th Accelerated (all 40 of the 8th Grade-regular content benchmarks)  
b) 50% of the 7th Grade-regular benchmarks are in 7th Accelerated (17 of the 34 7th Grade-regular content benchmarks)



c) There are no other content benchmarks in 7th Accelerated.

In 8th Grade (regular), we received a perfect 5.0/5.0 and 100.0% percentage of alignment.  
In 7th Grade (regular), we received a 4.6/5.0 and 93.9% percentage of alignment.

This means that 70% of the 7th Accelerated content benchmarks are from 8th Grade, where we received a perfect 5.0 / 100.0% score. And the remaining 30% of the content benchmarks are from 7th Grade-regular, where we received a 4.6 score.  
However, we were awarded a 3.4 in 7th Accelerated.

Also, we're very concerned that depending on how long the appeals process takes, Florida's teachers and students will not have their materials in time for the start of school. We're also concerned that due to this issue, some districts may switch to other providers " providers that have much worse alignment scores from FLDOE (but do have a currently-recommended 7th Accelerated course).

Please let us know as soon as possible if there is anything else we need to do in order for an appeal to be initiated, or if this written request for reconsideration/appeal is satisfactory. If an appeal is not necessary but simply a reconsideration or inquiry into the matter, we ask that you do this at once. If an appeal is necessary, then we'd like this to serve as our formal request for an expedited appeal. Again, please let us know what else we need to do, if anything, to help rectify this situation.

Regards,  
Ethan

On Apr 18, 2022, at 3:34 PM, Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)> wrote:

Hi Ashley,

Math Nation's 7<sup>th</sup> Grade Accelerated bid is on the not recommended list. Math Nation's 7<sup>th</sup> Grade bid is on the adopted list.

An updated version of the not recommended list with the correct title of the 7<sup>th</sup> grade accelerated bid will be posted.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
<image001.png>

---

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**Sent:** Monday, April 18, 2022 3:15 PM  
**To:** Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)>  
**Cc:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Shawn Wigg <[shawn@mathnation.com](mailto:shawn@mathnation.com)>  
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Ashley  
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<image002.jpg>

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Thank you,

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Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
<image001.png>

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**From:** Ethan Fieldman <[ethan@mathnation.com](mailto:ethan@mathnation.com)>  
**Sent:** Friday, April 15, 2022 3:19 PM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Cc:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Rivers1, Angelia <[Angelina.Rivers1@fldoe.org](mailto:Angelina.Rivers1@fldoe.org)>; Ashley Fieldman

<[ashley@mathnation.com](mailto:ashley@mathnation.com)>; Shawn Wigg <[shawn@mathnation.com](mailto:shawn@mathnation.com)>  
**Subject:** Re: 21-22 Instructional Materials Mathematics State Adopted List

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As in, did you not receive our payment? Or was a mistake made, etc.  
Ethan

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<[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)> wrote:

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Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

<image001.png>

---

**From:** Hamilton, Lauren  
**Sent:** Friday, April 15, 2022 2:23 PM  
**Cc:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
**Subject:** 21-22 Instructional Materials Mathematics State Adopted List

Good afternoon publishers,

The 2021-2022 Mathematics Instructional materials State Adopted list is now available on our webpage here: [2021-2022 K-12 Mathematics Adoption list \(fldoe.org\)](#)

Thanks,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

<image001.png>

**From:** Rachel Powers-Scanga <rachel.scanga@savvas.com>  
**Sent:** Wednesday, April 27, 2022 8:36 AM EDT  
**To:** Hamilton; Lauren  
**CC:** Baumbach, Amber; Richmond, James; Seeds, Cathy; Rivers1, Angelia; heather.boyd@savvas.com <heather.boyd@savvas.com>; andy.yoo@savvas.com <andy.yoo@savvas.com>; kevin.schutz@savvas.com <kevin.schutz@savvas.com>; patricia.cole@savvas.com <patricia.cole@savvas.com>; Ben Koth; Heidi Bruhn  
**Subject:** Re: Savvas - initial appeal call  
**Attachment(s):** "image001.png", "image002.png"

Thank you for letting us know. We would prefer to meet anytime today that works for your team. We will rearrange our schedules to be available.  
Rachel

On Wed, Apr 27, 2022 at 8:29 AM Hamilton, Lauren <[lauren.hamilton@fldoe.org](mailto:lauren.hamilton@fldoe.org)> wrote:

Good morning all,

Thank you for sending your response from yesterday's call. We are taking a look at what you have sent and will need to rescheduled this morning's meeting for either later today or tomorrow. We will be in touch with next steps soon.

Thank you,

Lauren

Lauren Hamilton

Instructional Materials Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street, Suite 424

Tallahassee, FL 32399-0400

850-245-0882 Office

850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Hamilton, Lauren  
**Sent:** Tuesday, April 26, 2022 10:46 AM  
**To:** Rachel Powers-Scanga <[rachel.scanga@savvas.com](mailto:rachel.scanga@savvas.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; heather.boyd@savvas.com <[heather.boyd@savvas.com](mailto:heather.boyd@savvas.com)>; andy.yoo@savvas.com <[andy.yoo@savvas.com](mailto:andy.yoo@savvas.com)>; kevin.schutz@savvas.com <[kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com)>; patricia.cole@savvas.com <[patricia.cole@savvas.com](mailto:patricia.cole@savvas.com)>; Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>  
**Subject:** RE: Savvas - initial appeal call

Good morning,

Thank you for speaking with us this morning. Please see the attached appeal template as well as the details below for the follow up phone call for tomorrow, at 9:00am.

Please reach out if there is anything else needed,

Lauren

Savvas-Appeal Follow Up  
Wed, Apr 27, 2022 9:00 AM - 9:30 AM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**

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Dial in or type: 67.217.95.2 or [inroomlink.goto.com](https://inroomlink.goto.com)

Meeting ID: 254 905 885

Or dial directly: [254905885@67.217.95.2](tel:254905885@67.217.95.2) or 67.217.95.2##254905885

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Lauren Hamilton

Instructional Materials Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street, Suite 424

Tallahassee, FL 32399-0400

850-245-0882 Office

850-245-0826 Fax

FDOE\_Public Schools Signature (005)

**From:** Rachel Powers-Scanga <[rachel.scanga@savvas.com](mailto:rachel.scanga@savvas.com)>

**Sent:** Monday, April 25, 2022 10:01 AM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; [heather.boyd@savvas.com](mailto:heather.boyd@savvas.com);

[andy.yoo@savvas.com](mailto:andy.yoo@savvas.com); [kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com); [patricia.cole@savvas.com](mailto:patricia.cole@savvas.com); Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>

**Subject:** Re: Savvas - initial appeal call

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Will a negotiation call be scheduled for each grade/title we appeal?

We look forward to a productive conversation and resolution.

Regards,

Rachel

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We look forward to speaking with you on Tuesday.

Savvas - appeal  
Tue, Apr 26, 2022 10:00 AM - 10:30 AM (EDT)

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Meeting ID: 844 306 341  
Or dial directly: [844306341@67.217.95.2](tel:844306341@67.217.95.2) or 67.217.95.2##844306341

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Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

**Sent:** Tuesday, April 26, 2022 10:45 AM EDT  
**To:** Rachel Powers-Scanga; Baumbach, Amber  
**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; heather.boyd@savvas.com <heather.boyd@savvas.com>; andy.yoo@savvas.com <andy.yoo@savvas.com>; kevin.schutz@savvas.com <kevin.schutz@savvas.com>; patricia.cole@savvas.com <patricia.cole@savvas.com>; Ben Koth; Heidi Bruhn  
**Subject:** RE: Savvas - initial appeal call  
**Attachment(s):** "Publisher Appeal Template.xlsx","image001.png","image002.png"

Good morning,

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Please reach out if there is anything else needed,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

**From:** Rachel Powers-Scanga <rachel.scanga@savvas.com>  
**Sent:** Monday, April 25, 2022 10:01 AM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; heather.boyd@savvas.com; andy.yoo@savvas.com; kevin.schutz@savvas.com; patricia.cole@savvas.com; Ben Koth <ben.koth@savvas.com>; Heidi Bruhn <heidi.bruhn@savvas.com>  
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DOE email signature

|   | A                                   | B                                        | C                    | D | E                               | F | G | H | I | J |
|---|-------------------------------------|------------------------------------------|----------------------|---|---------------------------------|---|---|---|---|---|
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| 8 |                                     |                                          |                      |   |                                 |   |   |   |   |   |

1-

Re

**From:** Rachel Powers-Scanga <rachel.scanga@savvas.com>

**Sent:** Friday, April 29, 2022 4:58 PM EDT

**To:** Hamilton; Lauren

**CC:** Baumbach, Amber; Ben Koth; Heidi Bruhn; Richmond, James; Rivers1, Angelia; Seeds, Cathy; andy.yoo@savvas.com <andy.yoo@savvas.com>; heather.boyd@savvas.com <heather.boyd@savvas.com>; kevin.schutz@savvas.com <kevin.schutz@savvas.com>; patricia.cole@savvas.com <patricia.cole@savvas.com>

**Subject:** Re: Savvas - initial appeal call

**Attachment(s):** "image001.png", "image002.png"

Thank you Lauren!

We greatly appreciate the communication before the end of the day.

Rachel

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Good afternoon all,

We are pleased to announce that Savvas' K-5 series is now approved and added to our recommended list!

The documents should be live on our website shortly.

Have a great weekend,  
Lauren

Lauren Hamilton

Instructional Materials Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

[325 West Gaines Street, Suite 424](#)

[Tallahassee, FL 32399-0400](#)

850-245-0882 Office

850-245-0826 Fax

FDOE\_Public Schools Signature (005)

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**To:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

**Cc:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; heather.boyd@savvas.com; andy.yoo@savvas.com; kevin.schutz@savvas.com; patricia.cole@savvas.com; Ben Koth <ben.koth@savvas.com>; Heidi Bruhn <heidi.bruhn@savvas.com>

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[Tallahassee, FL 32399-0400](#)

850-245-0882 Office

850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Hamilton, Lauren

**Sent:** Tuesday, April 26, 2022 10:46 AM

**To:** Rachel Powers-Scanga <[rachel.scanga@savvas.com](mailto:rachel.scanga@savvas.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; [heather.boyd@savvas.com](mailto:heather.boyd@savvas.com); [andy.yoo@savvas.com](mailto:andy.yoo@savvas.com); [kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com); [patricia.cole@savvas.com](mailto:patricia.cole@savvas.com); Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>

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Lauren

Savvas-Appeal Follow Up

Wed, Apr 27, 2022 9:00 AM - 9:30 AM (EDT)

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**Access Code:** 254-905-885

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Savvas - appeal  
Tue, Apr 26, 2022 10:00 AM - 10:30 AM (EDT)

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Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
[325 West Gaines Street](#)  
[Tallahassee, FL 32399-0400](#)  
850-245-9115

DOE email signature

--  
Sent from mobile device, please excuse typos.

**From:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>  
**Sent:** Tuesday, April 26, 2022 10:46 AM EDT  
**To:** Rachel Powers-Scanga; Baumbach, Amber  
**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; heather.boyd@savvas.com <heather.boyd@savvas.com>; andy.yoo@savvas.com <andy.yoo@savvas.com>; kevin.schutz@savvas.com <kevin.schutz@savvas.com>; patricia.cole@savvas.com <patricia.cole@savvas.com>; Ben Koth; Heidi Bruhn  
**Subject:** RE: Savvas - initial appeal call  
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Florida Department of Education  
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Tallahassee, FL 32399-0400  
850-245-0882 Office  
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FDOE\_Public Schools Signature (005)

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|   | A                                   | B                                        | C                    | D | E                               | F | G | H | I | J |
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**To:** Rachel Powers-Scanga <[rachel.scanga@savvas.com](mailto:rachel.scanga@savvas.com)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; [heather.boyd@savvas.com](mailto:heather.boyd@savvas.com); [andy.yoo@savvas.com](mailto:andy.yoo@savvas.com); [kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com); [patricia.cole@savvas.com](mailto:patricia.cole@savvas.com); Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>  
**Subject:** RE: Savvas - initial appeal call

Good morning,

Thank you for speaking with us this morning. Please see the attached appeal template as well as the details below for the follow up phone call for tomorrow, at 9:00am.

Please reach out if there is anything else needed,  
Lauren

Savvas-Appeal Follow Up  
Wed, Apr 27, 2022 9:00 AM - 9:30 AM (EDT)

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Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

**From:** Rachel Powers-Scanga <[rachel.scanga@savvas.com](mailto:rachel.scanga@savvas.com)>  
**Sent:** Monday, April 25, 2022 10:01 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; [heather.boyd@savvas.com](mailto:heather.boyd@savvas.com); [andy.yoo@savvas.com](mailto:andy.yoo@savvas.com); [kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com); [patricia.cole@savvas.com](mailto:patricia.cole@savvas.com); Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>  
**Subject:** Re: Savvas - initial appeal call

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We look forward to a productive conversation and resolution.  
Regards,  
Rachel

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We look forward to speaking with you on Tuesday.

Savvas - appeal

Tue, Apr 26, 2022 10:00 AM - 10:30 AM (EDT)

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<https://meet.goto.com/844306341>

**You can also dial in using your phone.**

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Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

[DOE email signature](#)

**From:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>  
**Sent:** Wednesday, April 27, 2022 8:28 AM EDT  
**To:** Rachel Powers-Scanga; Baumbach, Amber  
**CC:** Richmond, James; Seeds, Cathy; Rivers1, Angelia; heather.boyd@savvas.com <heather.boyd@savvas.com>; andy.yoo@savvas.com <andy.yoo@savvas.com>; kevin.schutz@savvas.com <kevin.schutz@savvas.com>; patricia.cole@savvas.com <patricia.cole@savvas.com>; Ben Koth; Heidi Bruhn  
**Subject:** RE: Savvas - initial appeal call  
**Attachment(s):** "image001.png", "image002.png"

Good morning all,

Thank you for sending your response from yesterday's call. We are taking a look at what you have sent and will need to rescheduled this morning's meeting for either later today or tomorrow. We will be in touch with next steps soon.

Thank you,  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Hamilton, Lauren  
**Sent:** Tuesday, April 26, 2022 10:46 AM  
**To:** Rachel Powers-Scanga <rachel.scanga@savvas.com>; Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; heather.boyd@savvas.com; andy.yoo@savvas.com; kevin.schutz@savvas.com; patricia.cole@savvas.com; Ben Koth <ben.koth@savvas.com>; Heidi Bruhn <heidi.bruhn@savvas.com>  
**Subject:** RE: Savvas - initial appeal call

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Savvas-Appeal Follow Up  
Wed, Apr 27, 2022 9:00 AM - 9:30 AM (EDT)

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850-245-0882 Office  
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FDOE\_Public Schools Signature (005)

**From:** Rachel Powers-Scanga <[rachel.scanga@savvas.com](mailto:rachel.scanga@savvas.com)>

**Sent:** Monday, April 25, 2022 10:01 AM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; [heather.boyd@savvas.com](mailto:heather.boyd@savvas.com); [andy.yoo@savvas.com](mailto:andy.yoo@savvas.com); [kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com); [patricia.cole@savvas.com](mailto:patricia.cole@savvas.com); Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>

**Subject:** Re: Savvas - initial appeal call

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Regards,

Rachel

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Savvas - appeal

Tue, Apr 26, 2022 10:00 AM - 10:30 AM (EDT)

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Thank you,

Amber Baumbach

Library Media & Instructional Materials Program Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street

Tallahassee, FL 32399-0400

850-245-9115

DOE email signature

**From:** Rachel Powers-Scanga <rachel.scanga@savvas.com>

**Sent:** Tuesday, April 26, 2022 4:31 PM EDT

**To:** Hamilton; Lauren

**CC:** Baumbach, Amber; Richmond, James; Seeds, Cathy; Rivers1, Angelia; heather.boyd@savvas.com

<heather.boyd@savvas.com>; andy.yoo@savvas.com <andy.yoo@savvas.com>; kevin.schutz@savvas.com

<kevin.schutz@savvas.com>; patricia.cole@savvas.com <patricia.cole@savvas.com>; Ben Koth; Heidi Bruhn; James Lippe

**Subject:** Re: Savvas - initial appeal call

**Attachment(s):** "image001.png", "image002.png", "Savvas Grade 2 - Publisher Appeal 4.26.22.xlsx"

Thank you, we look forward to our follow up conversation.

Please see the completed appeal template for grade 2 attached.

Regards,  
rachel

On Tue, Apr 26, 2022 at 10:46 AM Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)> wrote:

Good morning,

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850-245-0882 Office

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FDOE\_Public Schools Signature (005)

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**Sent:** Monday, April 25, 2022 10:01 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; [heather.boyd@savvas.com](mailto:heather.boyd@savvas.com); [andy.yoo@savvas.com](mailto:andy.yoo@savvas.com); [kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com); [patricia.cole@savvas.com](mailto:patricia.cole@savvas.com); Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>  
**Subject:** Re: Savvas - initial appeal call

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Library Media & Instructional Materials Program Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street

Tallahassee, FL 32399-0400

850-245-9115

DOE email signature

|   | A                                   | B                                                                                            | C                                                                                                                                                                                                                                                                                                                                                                                                                                               | D                                                                             |
|---|-------------------------------------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| 1 |                                     |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                               |
| 2 |                                     |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                               |
| 3 | Standard Below 3<br>(if applicable) | Special Topic Concern<br>(If applicable)                                                     | enVision Florida B.E.S.<br>Reasoning (MTR) Stand                                                                                                                                                                                                                                                                                                                                                                                                | The clarifications for S<br>individually and with o<br>positive mindset." The |
| 4 | N/A                                 | "Some lessons include growth<br>mindset concepts, which are a<br>component of SEL learning." | <p><b>MA.K12.MTR.1.1</b></p> <p>Mathematicians wh</p> <ul style="list-style-type: none"> <li>• Analyze the pro</li> <li>• Ask questions th</li> <li>• Build perseveran</li> <li>• Stay engaged an</li> <li>• Help and suppo</li> </ul> <p>Clarifications:<br/>Teachers who encour</p> <ul style="list-style-type: none"> <li>• Cultivate a comm</li> <li>• Foster perseveran</li> <li>• Develop students</li> <li>• Recognize studen</li> </ul> |                                                                               |
| 5 |                                     |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                               |
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| 8 |                                     |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                               |

COURSE Mathematics-Grade Two

BID\_382\_

Publisher Correction

Link to correction

7. *Mathematics*. Grade 2 was written specifically to align with *Florida's B.E.S.T. Standards for Mathematics*, including the Mathematical Thinking and Standards.

**Standard MA.K12.MTR.1.1** include the following statement: “Teachers who encourage students to participate actively in effortful learning both individually and collectively.” The standard also includes related concepts, such as “build perseverance” and “maintain a growth mindset.” The full text of this standard and its clarifications are shown below:

**Actively participate in effortful learning both individually and collectively.**

to participate in effortful learning both individually and with others: problem in a way that makes sense given the task. that will help with solving the task. process by modifying methods as needed while solving a challenging task. did maintain a positive mindset when working to solve tasks. did not maintain a positive mindset when working to solve tasks. did not maintain a positive mindset when attempting a new method or approach.

N/A

age students to participate actively in effortful learning both individually and collectively. The standard also includes related concepts, such as “build perseverance” and “maintain a growth mindset.” The full text of this standard and its clarifications are shown below:

MTR.1.1 as required. We request that the rating for the category in question be changed from “insufficient” to “sufficient” for adoption, and the inclusion of this standard in the list of standards for non-adoption, we respectfully request that the

ability to analyze and problem solve.

request that the rating for the category in question be changed from “insufficient” to “sufficient” for adoption, and the inclusion of this standard in the list of standards for non-adoption, we respectfully request that the

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|   | H            | I | J                                                                                                               | K |
|---|--------------|---|-----------------------------------------------------------------------------------------------------------------|---|
| 1 |              |   | <b>Reviewer Evaluation Scale:</b><br>5- Very Good<br>4- Good<br>3- Fair<br>2- Poor<br>1- Very Poor/No Alignment |   |
| 2 |              |   |                                                                                                                 |   |
| 3 | in materials |   |                                                                                                                 |   |
| 4 |              |   |                                                                                                                 |   |
| 5 |              |   |                                                                                                                 |   |
| 6 |              |   |                                                                                                                 |   |
| 7 |              |   |                                                                                                                 |   |
| 8 |              |   |                                                                                                                 |   |

**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>  
**Sent:** Monday, April 25, 2022 10:36 AM EDT  
**To:** Rachel Powers-Scanga  
**CC:** Richmond, James; Seeds, Cathy; Hamilton, Lauren; Rivers1, Angelia; heather.boyd@savvas.com <heather.boyd@savvas.com>; andy.yoo@savvas.com <andy.yoo@savvas.com>; kevin.schutz@savvas.com <kevin.schutz@savvas.com>; patricia.cole@savvas.com <patricia.cole@savvas.com>; Ben Koth; Heidi Bruhn  
**Subject:** RE: Savvas - initial appeal call  
**Attachment(s):** "image001.png"

Hi Rachel,

Yes, DOE will have legal representation on tomorrow's call for your appeal on grade 2, as listed below. If you wish to appeal the other course/grade levels at a later date we would then schedule an additional call for those courses. Please keep in mind that all appeals need to be initiated within 21 days of the adoption list posting, which occurred on 4/15.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

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**Cc:** Richmond, James <James.Richmond@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; heather.boyd@savvas.com; andy.yoo@savvas.com; kevin.schutz@savvas.com; patricia.cole@savvas.com; Ben Koth <ben.koth@savvas.com>; Heidi Bruhn <heidi.bruhn@savvas.com>  
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Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
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850-245-9115

[DOE email signature](#)



**From:** Rachel Powers-Scanga <rachel.scanga@savvas.com>  
**Sent:** Monday, April 25, 2022 10:00 AM EDT  
**To:** Baumbach; Amber  
**CC:** Richmond, James; Seeds, Cathy; Hamilton, Lauren; Rivers1, Angelia; heather.boyd@savvas.com <heather.boyd@savvas.com>; andy.yoo@savvas.com <andy.yoo@savvas.com>; kevin.schutz@savvas.com <kevin.schutz@savvas.com>; patricia.cole@savvas.com <patricia.cole@savvas.com>; Ben Koth; Heidi Bruhn  
**Subject:** Re: Savvas - initial appeal call  
**Attachment(s):** "image001.png"

Thank you for scheduling our initial negotiations call for grade 2 in such a timely manner.  
Will the DOE have legal representation on this call? We are currently determining which Savvas team members should attend and want to be certain we are prepared.  
We will be submitting additional appeals after our teams have thoroughly vetted the feedback we received on other titles.  
Will a negotiation call be scheduled for each grade/title we appeal?

We look forward to a productive conversation and resolution.  
Regards,  
Rachel

On Mon, Apr 25, 2022 at 9:36 AM Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)> wrote:

Hi Rachel,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 10:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time Savvas has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

Savvas - appeal  
Tue, Apr 26, 2022 10:00 AM - 10:30 AM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**  
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**Access Code:** 844-306-341

**Join from a video-conferencing room or system.**  
Dial in or type: 67.217.95.2 or [inroomlink.goto.com](https://inroomlink.goto.com)  
Meeting ID: 844 306 341  
Or dial directly: [844306341@67.217.95.2](https://meet.goto.com/844306341@67.217.95.2) or 67.217.95.2##844306341

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Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street



Tallahassee, FL 32399-0400

850-245-9115

DOE email signature

**From:** Rachel Powers-Scanga <rachel.scanga@savvas.com>

**Sent:** Wednesday, April 20, 2022 2:10 PM EDT

**To:** Chris Wawack

**CC:** Seeds, Cathy; Hamilton, Lauren; Richmond, James; Heather Boyd; Ben Koth; Andy Yoo; Kevin Schutz; Patricia Cole

**Subject:** Re: Savvas Learning - FL 2021 Math Adoption - Appeal Process

Cathy, Lauren & James,

When you reach out to Savvas today to schedule time for feedback, can you contact me directly @ 813-838-4532? Patti, our listed contact is out of office today and we do not want to delay.

Thank you so much. We look forward to moving forward in this process.

Rachel Scanga  
Director of Sales

On Mon, Apr 18, 2022 at 7:08 PM Chris Wawack <[chris.wawack@savvas.com](mailto:chris.wawack@savvas.com)> wrote:

Hi Lauren, Cathy, and James:

For the Florida Math 2021 Adoption, we have received and reviewed the Adopted and Non-Adopted Lists that FLDOE posted recently to its website. We intend to submit an appeal for the following Savvas Learning submissions that were not adopted.

At this time, we would like to request any information you can share as to the reasons for the decision not to adopt our submissions, including any evaluation reports from reviewers. For our submissions that were not approved due to the "inclusion of special topics," can you please provide a definition or description of these "special topics" and a list of any objectionable content found in the submissions.

**Savvas Learning Non-Adopted Math Instructional Materials**

| FL Bid ID# | Title                                               | Edition | Copyright | Course ID | Course                                      |
|------------|-----------------------------------------------------|---------|-----------|-----------|---------------------------------------------|
| 380        | enVision Florida B.E.S.T. Mathematics Grade K       | 1       | 2023      | 5012020   | Grade Kindergarten Mathematics              |
| 381        | enVision Florida B.E.S.T. Mathematics Grade 1       | 1       | 2023      | 5012030   | Grade One Mathematics                       |
| 382        | enVision Florida B.E.S.T. Mathematics Grade 2       | 1       | 2023      | 5012040   | Grade Two Mathematics                       |
| 383        | enVision Florida B.E.S.T. Mathematics Grade 3       | 1       | 2023      | 5012050   | Grade Three Mathematics                     |
| 384        | enVision Florida B.E.S.T. Mathematics Grade 4       | 1       | 2023      | 5012060   | Grade Four Mathematics                      |
| 385        | enVision Florida B.E.S.T. Mathematics Grade 5       | 1       | 2023      | 5012070   | Grade Five Mathematics                      |
| 390        | enVision Florida B.E.S.T. Mathematics Grade 7       | 1       | 2023      | 1205040   | Grade Seven Mathematics                     |
| 395        | Stats: Modeling the World                           | 5       | 2019      | 1210300   | Probability and Statistics Honors           |
| 397        | Algebra and Trigonometry                            | 7       | 2022      | 1200700   | Mathematics for College Algebra             |
| 398        | Stats In Your World                                 | 3       | 2020      | 1210305   | Mathematics for College Statistics          |
| 400        | Elementary Statistics: Picturing the World          | 7       | 2019      | 1210305   | Mathematics for College Statistics          |
| 401        | Thinking Mathematically                             | 7       | 2019      | 1207350   | Mathematics for College Liberal Arts        |
| 403        | Precalculus: Enhanced with Graphing Utilities       | 8       | 2021      | 1202340   | Precalculus Honors                          |
| 404        | Precalculus                                         | 7       | 2022      | 1202340   | Precalculus Honors                          |
| 407        | Thinking Quantitatively: Communicating with Numbers | 2       | 2020      | 1200387   | Mathematics for Data and Financial Literacy |

Thanks for all your help and guidance on this matter. If you need any more information from us or would like to discuss, please do not hesitate contacting me.

Manager, Adoption Contracts

**Savvas Learning Company**

Tel: (857) 353-5606

[savvas.com](http://savvas.com) | [@savvaslearning](https://twitter.com/savvaslearning)

**From:** Starling, Courtney <Courtney.Starling@fldoe.org>  
**Sent:** Tuesday, May 10, 2022 11:58 AM EDT  
**To:** Baumbach; Amber  
**CC:** Duncan, Patricia; Seeds, Cathy; Rivers1, Angelia; Harvey, Ashley  
**Subject:** RE: Savvas Learning Company Grade 7 appeal  
**Attachment(s):** "Savvas Grade 7 - Publisher Appeal FINAL 5.4.22.xlsx", "image001.png", "image002.png", "image003.png"  
Hi Amber,

Attached is the spreadsheet for Savvas. Please let me know if you need anything else.

Courtney Starling  
Secondary Mathematics Specialist  
Office of STEAM  
Bureau of Standards and Instructional Support  
Florida Department of Education  
850.245.9066

cid:3a93a98a-7611-4546-85ea-0f8eb73bedc5

Please note that Florida has a very broad public records law. Most written communications to or from state officials are public records available to the public and media upon request.

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**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Sent:** Tuesday, May 10, 2022 8:04 AM  
**To:** Starling, Courtney <Courtney.Starling@fldoe.org>  
**Cc:** Duncan, Patricia <Patricia.Duncan@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Harvey, Ashley <Ashley.Harvey@fldoe.org>  
**Subject:** RE: Savvas Learning Company Grade 7 appeal

Hi Courtney,

I believe that any individual score under a 4 warrants a second look from you. Cathy, please correct me if I'm wrong. However, if you find the alignment to be at the 4, or satisfactory, level, please mark it as "fine" or "aligned," as you have been doing so that you can focus their attention on the standards that really need the extra support.

Thank you for all your work on these. I know it's a lot and it isn't always easy. We appreciate you!

Thanks,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

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**From:** Starling, Courtney <Courtney.Starling@fldoe.org>  
**Sent:** Monday, May 9, 2022 4:32 PM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Duncan, Patricia <Patricia.Duncan@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Harvey, Ashley <Ashley.Harvey@fldoe.org>  
**Subject:** RE: Savvas Learning Company Grade 7 appeal

Hi Amber,

I just want to make sure that I am providing feedback where necessary. In some of these benchmarks (MA.7.AR.1.2), the reviews do meet the 4 threshold since two reviewers scored a 4 and two scored a 5. Savvas provided evidence on these, but do I need to provide feedback in these cases?

Courtney Starling  
Secondary Mathematics Specialist  
Office of STEAM

Bureau of Standards and Instructional Support  
Florida Department of Education  
850.245.9066  
cid:3a93a98a-7611-4546-85ea-0f8eb73bedc5

Please note that Florida has a very broad public records law. Most written communications to or from state officials are public records available to the public and media upon request.

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**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, May 6, 2022 11:03 AM  
**To:** Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>  
**Cc:** Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>  
**Subject:** FW: Savvas Learning Company Grade 7 appeal

Hi Courtney,

Savvas has resent their spreadsheet with the links needed for grade 7. Please review and add your comments as necessary.

Thank you!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

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**From:** Rachel Powers-Scanga <[rachel.scanga@savvas.com](mailto:rachel.scanga@savvas.com)>  
**Sent:** Thursday, May 5, 2022 4:32 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>; Heather Boyd <[heather.boyd@savvas.com](mailto:heather.boyd@savvas.com)>; Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; Andy Yoo <[andy.yoo@savvas.com](mailto:andy.yoo@savvas.com)>; Kevin Schutz <[kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com)>; [mdaughton@mmd-lawfirm.com](mailto:mdaughton@mmd-lawfirm.com); James Lippe <[james.lippe@savvas.com](mailto:james.lippe@savvas.com)>  
**Subject:** Re: Savvas Learning Company Grade 7 appeal

Good Morning Amber,

Attached you will find the updated spreadsheet from Savvas for grade 7 enVision B.E.S.T. Mathematics with the additional evidence of alignment that was requested.

We appreciate the time the math specialists are taking to review and validate our appeal.

Please let me know if any additional information is needed.

Regards,  
Rachel

Hi Rachel,

Our math specialists have been reviewing at your appeal spreadsheet and have a request. Can you please provide direct links to the materials, even if you aren't changing anything, so that they can view the alignment along with your justification? I've attached the spreadsheet and have highlighted (in blue) the areas where links are needed. If it isn't highlighted, the evidence that you provided is sufficient to see the alignment. Let me know if you have questions.

Thank you!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education

325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature



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**From:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>  
**Sent:** Thursday, April 28, 2022 8:09 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Subject:** FW: Savvas Learning Company Grade 7 appeal

Cathy Seeds  
Director, Library Media & Instructional Materials  
Bureau of Standards & Instructional Support  
Florida Department of Education

DOE Logo



**From:** Rachel Powers-Scanga <[rachel.scanga@savvas.com](mailto:rachel.scanga@savvas.com)>  
**Sent:** Wednesday, April 27, 2022 9:28 AM  
**To:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Andy Yoo <[andy.yoo@savvas.com](mailto:andy.yoo@savvas.com)>; Kevin Schutz <[kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com)>; mdaughton@mmd-lawfirm.com; Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>; Heather Boyd <[heather.boyd@savvas.com](mailto:heather.boyd@savvas.com)>; Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; James Lippe <[james.lippe@savvas.com](mailto:james.lippe@savvas.com)>  
**Subject:** Savvas Learning Company Grade 7 appeal

Please accept this correspondence and subsequent attachments as a response to and formal appeal of the instructional materials adoption recommendation for Savvas Learning Company.

We request a quick review of our appeal and immediate placement of our grade 7 FL enVision B.E.S.T. Mathematics on the state adopted instructional materials list.

Thank you,  
Rachel

|   | A                                   | B                                        |
|---|-------------------------------------|------------------------------------------|
| 1 |                                     |                                          |
| 2 |                                     |                                          |
| 3 | Standard Below 3<br>(if applicable) | Special Topic Concern<br>(If applicable) |
| 4 |                                     |                                          |
| 5 |                                     |                                          |

COURSE Grade Seven Mathematics

BID 390

Publisher (Savvas) Comments

**Publisher Summary:**

*enVision Florida B.E.S.T. Mathematics, Grade 7* was written specifically to align with Florida’s B.E.S.T. Standards for Mathematics, including the Mathematical Thinking and Reasoning (MTR) Standards. We believe that these materials fully address the required standards and benchmarks and meet all required specifications for adoption. Both of the state’s reviewers agreed, and recommended this product for adoption. However, the state has not recommended the product for adoption citing a state-specific standards score that did not meet the numerical threshold for adoption. In this response, we intend to show that several of the scores should be raised and that *enVision Florida B.E.S.T. Mathematics, Grade 7* should be approved for adoption.

**Part 1 - Inconsistency of Reviews**

We believe that the reviews for Grade 7 were inconsistent both with the overall review process and with other reviews. While most reviewers worked on a 5-point scale, the Grade 7 reviewers issued only three 5-point ratings (Very Good Alignment) for the Mathematical Thinking and Reasoning Standards and the ELA Standards, and zero 5-point ratings for any Mathematics Benchmarks, even when their comments are entirely positive and/or include no noted deficiencies. When compared to the reviews of other Savvas mathematics courses for Grades 6-8, there is an obvious anomaly. All *enVision Mathematics Florida B.E.S.T.* courses were created by the same team of authors, editors, and consultants, and follow the same pedagogy and lesson format.

| Savvas Program      | Number of 5-Point Ratings for Standards Benchmarks (by both reviewers) | Percentage of 5-Point Ratings for Standards Benchmarks |
|---------------------|------------------------------------------------------------------------|--------------------------------------------------------|
| <b>Grade 7</b>      | <b>3</b>                                                               | <b>3%</b>                                              |
| Grade 6             | 93                                                                     | 85%                                                    |
| Grade 8 Pre-Algebra | 85                                                                     | 77%                                                    |
| Accelerated Grade 6 | 107                                                                    | 75%                                                    |
| Accelerated Grade 7 | 141                                                                    | 99%                                                    |

than those of the Accelerated 6 and Accelerated 7 reviewers. As previously noted, the reviewers’ comments do not warrant the discrepancy in ratings. Examples of these discrepancies are provided below.

cedures and creates an enormous discrepancy with other reviews. In addition, d made meeting the required threshold of an average rating of 4 nearly

Accelerated Grades, and yet, the Grade 7 ratings are consistently lower



|   | D                       | E | F                               | G                                          | H                                          |
|---|-------------------------|---|---------------------------------|--------------------------------------------|--------------------------------------------|
| 1 |                         |   |                                 |                                            |                                            |
| 2 |                         |   |                                 |                                            |                                            |
| 3 | Savvas Link to Evidence |   | Link to correction in materials | Additional Link to correction in materials | Additional Link to correction in materials |
| 4 |                         |   |                                 |                                            |                                            |
| 5 |                         |   |                                 |                                            |                                            |

|   | I                                          | J | K                                                                                                               |
|---|--------------------------------------------|---|-----------------------------------------------------------------------------------------------------------------|
| 1 |                                            |   | <b>Reviewer Evaluation Scale:</b><br>5- Very Good<br>4- Good<br>3- Fair<br>2- Poor<br>1- Very Poor/No Alignment |
| 2 |                                            |   |                                                                                                                 |
| 3 | Additional Link to correction in materials |   |                                                                                                                 |
| 4 |                                            |   |                                                                                                                 |
| 5 |                                            |   |                                                                                                                 |

|   | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | B   |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 6 | <p><b>MA.7.AR.1.2</b> Determine whether two linear expressions are equivalent</p> <p><u>Clarifications</u></p> <ul style="list-style-type: none"> <li>• Clarification 1: Instruction includes using properties of operations accurately and efficiently.</li> <li>• Clarification 2: Instruction includes linear expressions in any form with rational coefficients.</li> <li>• Clarification 3: Refer to Properties of Operations, Equality and Inequality (Appendix D).</li> </ul>                                                                                                                                                                                                                                                                              | N/A |
| 7 | <p><b>MA.7.AR.2.2</b> Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.</p> <p><u>Clarifications</u></p> <ul style="list-style-type: none"> <li>• Clarification 1: Instruction focuses the application of the properties of equality. Refer to Properties of Operations, Equality and Inequality (Appendix D).</li> <li>• Clarification 2: Instruction includes equations in the forms <math>px \pm q = r</math> and <math>p(x \pm q) = r</math>, where <math>p</math>, <math>q</math> and <math>r</math> are specific rational numbers.</li> <li>• Clarification 3: Problems include linear equations where the variable may be on either side of the equal sign.</li> </ul> | N/A |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                |                                                   |                                                                                                   |                                                       |                                                                                                                                                                          |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6 | <p><b>Benchmark</b></p> <p><b>MA.7.AR.1.2</b> Determine whether two linear expressions are equivalent</p> <p><b>Clarifications</b></p> <p><i>Clarification 1:</i> Instruction includes using properties of operations accurately and efficiently.</p> <p><i>Clarification 2:</i> Instruction includes linear expressions in any form with rational coefficients.</p>                                                                                                                                                                                                                                                                                                                   | <p><b>Grade 7 Reviewer 1 (Champion)</b></p> <p>4</p>                                           | <p><b>Grade 7 Reviewer 2 (Pitts)</b></p> <p>4</p> | <p><b>Grade 6 Accelerated Reviewer 1</b></p> <p>5</p>                                             | <p><b>Grade 6 Accelerated Reviewer 2</b></p> <p>5</p> | <p>Very Good Alignment) while both Grade 6 Accelerated reviewers rated alignment</p>                                                                                     |
|   | <p><b>MA.7.AR.2.2</b> Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.</p> <p><b>Clarifications</b></p> <p><i>Clarification 1:</i> Instruction focuses the application of the properties of equality. Refer to Properties of Operations, Equality and Inequality (Appendix D).</p> <p><i>Clarification 2:</i> Instruction includes equations in the forms <math>px+q=r</math> and <math>p(x+q)=r</math>, where p, q and r are specific rational numbers.</p> <p><i>Clarification 3:</i> Problems include linear equations where the variable may be on either side of</p>                         | <p>Students combine like terms, expand, and use the properties of operations to create and</p> | <p>Benchmark clarifications are addressed</p>     | <p>Lessons highlighted here cover the benchmark and provide ample opportunity for students to</p> | <p>This standard is taught well</p>                   |                                                                                                                                                                          |
| 7 | <p><b>Benchmark</b></p> <p><b>MA.7.AR.2.2</b> Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.</p> <p><b>Clarifications</b></p> <p><i>Clarification 1:</i> Instruction focuses the application of the properties of equality. Refer to Properties of Operations, Equality and Inequality (Appendix D).</p> <p><i>Clarification 2:</i> Instruction includes equations in the forms <math>px+q=r</math> and <math>p(x+q)=r</math>, where p, q and r are specific rational numbers.</p> <p><i>Clarification 3:</i> Problems include linear equations where the variable may be on either side of</p> | <p><b>Grade 7 Reviewer 1 (Champion)</b></p> <p>4</p>                                           | <p><b>Grade 7 Reviewer 2 (Pitts)</b></p> <p>4</p> | <p><b>Grade 7 Accelerated Reviewer 1</b></p> <p>5</p>                                             | <p><b>Grade 7 Accelerated Reviewer 2</b></p> <p>5</p> | <p>n' s review confirms that all requirements were met. Ms. Pitts' s review includes any rationale for not rating this benchmark coverage as 5 (Very Good Alignment)</p> |

|   | D | E                                                                                                                                                                                                    | F                                                                                                                                                                                                                                                  | G                                                                                                                                                                     | H |
|---|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 6 |   | <p>Lesson 4-2 pp. 191-196: Examples 1-3 include using properties of operations (Clarifications 1 and 3) and expressions with rational coefficients (Clarification 2). Practice exercises follow.</p> | <p>Lesson 4-4 pp. 207-212 focuses on using the Distributive Property to generate equivalent expressions.</p>                                                                                                                                       | <p>Lesson 4-5 pp. 213-218 focuses on equivalent expressions in various forms with a variety of rational coefficients (Clarification 2). See especially Example 3.</p> |   |
| 7 |   | <p>Lesson 5-1 pp. 257-262 focuses on writing equations, including a variety of forms (Clarification 2) and equations with variables on either side (Clarification 3)</p>                             | <p>Lesson 5-2 pp. 263-268 focuses on solving two-step equations, including applying properties of equality (Clarification 1), a variety of form with and without parentheses (Clarification 2), and variables on either side (Clarification 3)</p> |                                                                                                                                                                       |   |

|   |                                                                                                                                                       |   |   |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
|   | I                                                                                                                                                     | J | K |
| 6 | <p><u>Lesson 4-8 pp. 237-242</u><br/> <u>provides additional models,</u><br/> <u>forms, and practice with</u><br/> <u>equivalent expressions.</u></p> |   |   |
| 7 |                                                                                                                                                       |   |   |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | B   |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 8  | <p><b>MA.7.AR.3.1</b> Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.</p> <p>Clarifications</p> <ul style="list-style-type: none"> <li>Clarification 1: Instruction includes discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | N/A |
| 9  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |     |
| 10 | <p><b>MA.7.AR.2.1</b> Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.</p> <p>Benchmark Clarifications:</p> <ul style="list-style-type: none"> <li>Clarification 1: Instruction focuses on the properties of inequality. Refer to Properties of Operations, Equality and Inequality (Appendix D).</li> <li>Clarification 2: Instruction includes inequalities in the forms <math>px &gt; q</math>; <math>xp &gt; q</math>; <math>x \pm p &gt; q</math> and <math>p \pm x &gt; q</math>, where <math>p</math> and <math>q</math> are specific rational numbers and any inequality symbol can be represented.</li> <li>Clarification 3: Problems include inequalities where the variable may be on either side of the inequality symbol.</li> </ul> | N/A |
| 11 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |     |

|                                                                                                                                                          |                                                                                                                                           |                                                                                                       |                                                                                                                                                      |                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| the equal sign.                                                                                                                                          |                                                                                                                                           |                                                                                                       | equations.                                                                                                                                           |                              |
| <b>Benchmark</b>                                                                                                                                         | <b>(Champion)</b>                                                                                                                         | <b>(Pitts)</b>                                                                                        | <b>Reviewer 1</b>                                                                                                                                    | <b>Reviewer 2</b>            |
| <b>MA.7.AR.3.1</b> Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.                               | 4                                                                                                                                         | 4                                                                                                     | 5                                                                                                                                                    | 5                            |
| <b>Clarifications</b>                                                                                                                                    |                                                                                                                                           |                                                                                                       |                                                                                                                                                      |                              |
| <b>Clarification 1:</b> Instruction includes discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error. | Covers all percent examples defined in the clarifications. All presented in real world problems and are <b>relatable</b> to the audience. | Real world problems are given to practice percent (also relatable, such as percent of phone battery). | Very good alignment. I really like how the distinction is made between a ratio and a fraction, even though they are both written in the same format. | This standard is taught well |

9 (including the Accelerated reviews of the exact same benchmarks and instruction) raises significant questions.

**Part 2 - Benchmark-Specific Responses**

10 In specific cases, we believe the reviewers also missed content or made some judgments in their ratings that were pedagogical or related to preference of implementation, rather than focused strictly on the question of whether the standard was effectively addressed in the course. Specific examples are provided below.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                      |                                                                                                                              |                                                 |                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|------------------------------|
| <b>MA.7.AR.2.1</b> Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.                                                                                                                                                                                                                                                                                                                                                   | <b>(Champion)</b>                                                                                                                    | <b>(Pitts)</b>                                                                                                               | <b>Reviewer 1</b>                               | <b>Reviewer 2</b>            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 4                                                                                                                                    | 3                                                                                                                            | 5                                               | 5                            |
| <b>Benchmark Clarifications:</b><br>Clarification 1: Instruction focuses on the Properties of Inequality. Refer to Properties of Operations, Equality and Inequality (Appendix D).<br>Clarification 2: Instruction includes inequalities in the forms $px > q$ ; $xp > q$ ; $x \pm p > q$ , where $p$ and $q$ are specific rational numbers and any inequality symbol can be represented.<br>Clarification 3: Problems include inequalities where the variable may be on either side of the inequality symbol. | Presents one and two step inequalities. They are represented algebraically and graphically. Required forms of inequalities are used. | Benchmark is covered, more examples of solving different types of inequalities (relating them back to equations) are needed. | The highlighted lessons align to the benchmark. | This standard is taught well |

11 side of the inequality symbol. Additional instruction and practice opportunities can be found in the Topic Review (pp. 289–290).

As Ms. Pitts commented, this benchmark is covered, and all examples of solving different types of inequalities required by the Benchmark Clarifications are included. Therefore, we request that the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).

Good Alignment) without any indication of why the content was not rated a 5  
s review confirms that all requirements of the clarifications were met. Neither  
d Alignment) as the Accelerated 6 reviewers did.

s are included. Lesson 5-3 Solve Inequalities Using Addition or Subtraction (pp.  
problems with inequalities on either side of the inequality symbol. Similarly, Lesson  
xp > q, including all four inequality symbols and problems with inequalities on either



|    | D | E | F                                                                                                                                                                                                                                                                                  | G                                                                                                                                                                                                                                                                                  | H                                                                                                                                                            |
|----|---|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8  |   |   | <p>Lessons 3-1 and 3-2 pp. 129-140 focus on connecting ratios, proportions, and percentages and include problems on tips (p. 129) and tax (p. 133 #12).</p>                                                                                                                        | <p>Lesson 3-4 pp. 151-156 includes multi-step problems with percent increase (Example 1), percent decrease (Example 2), percent error (Example 3).</p>                                                                                                                             | <p>Lesson 3-5 pp. 161-166 includes problems involving fees (p. 161), markups (Examples 1 and 2), discounts and taxes (Example 3) and more (pp. 164-166).</p> |
| 9  |   |   |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                    |                                                                                                                                                              |
| 10 |   |   |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                    |                                                                                                                                                              |
| 11 |   |   | <p>Lesson 5-3 pp. 271-276 addresses one-step inequalities involving addition and subtraction, including properties of inequality (Clarification 1), several forms (Clarification 2), and with variables on either side (Clarification 3). Solutions include algebra and graphs</p> | <p>Lesson 5-4 pp. 277-282 addresses one-step inequalities involving multiplication and division, including properties of inequality (Clarification 1), several forms (Clarification 2), and with variables on either side (Clarification 3). Solutions include algebra and gra</p> |                                                                                                                                                              |

|    | I                                                           | J | K                 |
|----|-------------------------------------------------------------|---|-------------------|
| 8  | Lesson 3-6 pp. 167-202 focuses on simple interest problems. |   |                   |
| 9  |                                                             |   |                   |
| 10 |                                                             |   |                   |
| 11 |                                                             |   | Alignment is fine |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | B   |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 12 | <p><b>MA.7.AR.3.2</b> Apply previous understanding of ratios to solve real-world problems involving proportions.</p> <p>Example: Scott is mowing lawns to earn money to buy a new gaming system and knows he needs to mow 35 lawns to earn enough money. If he can mow 4 lawns in 3 hours and 45 minutes, how long will it take him to mow 35 lawns? Assume that he can mow each lawn in the same amount of time.</p> <p>Example: Ashley normally runs 10-kilometer races which is about 6.2 miles. She wants to start training for a half-marathon which is 13.1 miles. How many kilometers will she run in the half-marathon? How does that compare to her normal 10K race distance?</p> | N/A |
| 13 | <p><b>MA.7.AR.3.3</b> Solve mathematical and real-world problems involving the conversion of units across different measurement systems.</p> <p>Clarification 1: Problem types are limited to length, area, weight, mass, volume and money.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                            | N/A |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |   |   |   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| <p><b>MA.7.AR.3.2</b> Apply previous understanding of ratios to solve real-world problems involving proportions.</p> <p><u>Example:</u> Scott is mowing lawns to earn money to buy a new gaming system and knows he needs to mow 35 lawns to earn enough money. If he can mow 4 lawns in 3 hours and 45 minutes, how long will it take him to mow 35 lawns? Assume that he can mow each lawn in the same amount of time.</p> <p><u>Example:</u> Ashley normally runs 10-kilometer races which is about 6.2 miles. She wants to start training for a half-marathon which is 13.1 miles. How many kilometers will she run in the half-marathon? How does that compare to her normal 10K race distance?</p> | 4 | 3 | 3 | 5 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|

-4, and 3-5. Two reviewers suggest that the course does not address non-percent problems (see link in Column D) in which students apply proportions to the Topic Review, p. 118 (see link in Column E).

at the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5

| <b>Benchmark</b>                                                                                                                                                                                                                                       | <b>Grade 7 Reviewer 1 (Champion)</b> | <b>Grade 7 Reviewer 2 (Pitts)</b> | <b>Grade 7 Accelerated Review</b> | <b>Grade 7 Accelerated Review</b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| <p><b>MA.7.AR.3.3</b> Solve mathematical and real-world problems involving the conversion of units across different measurement systems.</p> <p><u>Clarification 1:</u> Problem types are limited to length, area, weight, mass, volume and money.</p> | 2                                    | 4                                 | 5                                 | 5                                 |

all comments are positive, including notes that this benchmark is “covered well” ; identified in the clarification—area, volume, and money—are “left out;” however,

13 Based on the evidence that items indicated as “left out” are, in fact, included in the course, as well as the very positive overall reviewer scores regarding alignment to the Benchmark, we request that the score of 2 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).

|    | D                                                                                                                      | E                            | F   | G | H |
|----|------------------------------------------------------------------------------------------------------------------------|------------------------------|-----|---|---|
| 12 | <a href="#">Lesson 2-5 Apply Proportional Reasoning to Solve Problems</a>                                              | <a href="#">Topic Review</a> | N/A |   |   |
| 13 | <a href="#">Lesson 2-4 (includes problems on area, volume, and money). See the Try It!, Example 3, and Item #11.A1</a> |                              | N/A |   |   |

|    |  |   |                   |
|----|--|---|-------------------|
|    |  | I |                   |
|    |  | J |                   |
|    |  |   | K                 |
| 12 |  |   | Alignment is fine |
| 13 |  |   | Alignment is fine |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | A          | B |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---|
| <p><b>MA.7.AR.4.4</b> Given any representation of a proportional relationship, translate the representation to a written description, table or equation.</p> <p><u>Example:</u> The written description, there are 60 minutes in 1 hour, can be represented as the equation <math>m=60h</math>.</p> <p><u>Example:</u> Gina works as a babysitter and earns \$9 per hour. She would like to earn \$100 to buy a new tennis racket. Gina wants to know how many hours she needs to work. She can use the equation <math>h=19e</math>, where <math>e</math> is the amount of money earned, <math>h</math> is the number of hours worked and 19 is the constant of proportionality.</p> <p><u>Benchmark Clarifications:</u><br/> Clarification 1: Given representations are limited to a written description, graph, table or equation.<br/> Clarification 2: Instruction includes equations of proportional relationships in the form of <math>y=px</math>, where <math>p</math> is the constant of proportionality.</p> | <p>N/A</p> |   |
| <p><b>14</b></p> <p><b>MA.7.DP.2.4</b> Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.</p> <p><u>Clarification 1:</u> Instruction includes representing probability as a fraction, percentage or decimal.</p> <p><u>Clarification 2:</u> Instruction includes recognizing that experimental probabilities may differ from theoretical probabilities due to random variation. As the number of repetition increases experimental probabilities will typically better approximate the theoretical probabilities.</p> <p><u>Clarification 3:</u> Experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner.</p>                                                                                                                                                                                                                         | <p>N/A</p> |   |
| <p><b>15</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            |   |

| 14                            | <p><b>Benchmark</b></p> <p><b>MA.7.AR.4.4</b> Given any representation of a proportional relationship, translate the representation to a written description, table or equation.<br/> <u>Example:</u> The written description, there are 60 minutes in 1 hour, can be represented as the equation <math>m=60/h</math>.<br/> <u>Example:</u> Gina works as a babysitter and earns \$9 per hour. She would like to earn \$100 to buy a new tennis racket; Gina wants to know how many hours she needs to work. She can use the equation <math>h=19/e</math>, where <math>e</math> is the amount of money earned, <math>h</math> is the number of hours worked and 19 is the constant of proportionality.<br/> <b>Benchmark Clarifications:</b></p> <ul style="list-style-type: none"> <li>• Clarification 1: Given representations are limited to a written description, graph, table or equation.</li> <li>• Clarification 2: Instruction includes evaluations of nonproportional</li> </ul> | <p>reviewer comments, lack of any noted deficiencies, and the “ample opportunities to explore we request that the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                               |                            |                            |                            |   |   |   |   |                                                                                                                                                                                                                                                                                                                                |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|----------------------------|----------------------------|----------------------------|---|---|---|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15                            | <p><b>Benchmark</b></p> <p><b>MA.7.DP.2.4</b> Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.</p> <p><b>Clarification 1:</b> Instruction includes representing probability as a fraction, percentage or decimal.<br/> <b>Clarification 2:</b> Instruction includes recognizing that experimental probabilities may differ from theoretical probabilities due to random variation. As the number of repetition increases experimental probabilities will typically better approximate the theoretical probabilities.<br/> <b>Clarification 3:</b> Experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner.</p>                                                                                                                                                                                           | <table border="1"> <thead> <tr> <th>Grade 7 Reviewer 1 (Champion)</th> <th>Grade 7 Reviewer 2 (Pitts)</th> <th>Grade 6 Accelerated Review</th> <th>Grade 6 Accelerated Review</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>3</td> <td>5</td> <td>5</td> </tr> </tbody> </table> <p>students represent probability using a fraction, decimal, and percent and compare the results of experimental probabilities to theoretical probabilities. Students explore fairness. Random variation is slightly addressed.</p> <p>Instruction does a good job of explaining how to compare experimental and theoretical probability.</p> <p>The highlighted lessons here do a great job with having students compare experimental probability with theoretical probability.</p> <p>This standard is taught well</p> | Grade 7 Reviewer 1 (Champion) | Grade 7 Reviewer 2 (Pitts) | Grade 6 Accelerated Review | Grade 6 Accelerated Review | 4 | 3 | 5 | 5 | <p>3. Pitts comments that the “instruction does a good job of explaining how to compare and “taught well.” Ms. Champion mentions that one aspect of one clarification discussion of Clarification 2. (See link in Column D/E) all aspects of the benchmark and its clarifications are addressed, we request that the score</p> |
| Grade 7 Reviewer 1 (Champion) | Grade 7 Reviewer 2 (Pitts)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Grade 6 Accelerated Review                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Grade 6 Accelerated Review    |                            |                            |                            |   |   |   |   |                                                                                                                                                                                                                                                                                                                                |
| 4                             | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 5                             |                            |                            |                            |   |   |   |   |                                                                                                                                                                                                                                                                                                                                |



|    | D                                           | E | F                                                                                                                                                                                  | G                                                                                                                                     | H                                                                                                                   |
|----|---------------------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| 14 |                                             |   | Lesson 2-2 pp. 83-88 includes translating between written descriptions, tables, and equations. It also addresses equations with the constant of proportionality (Clarification 2). | Lesson 2-3 pp. 97-102 addresses creating graphs from written descriptions (Example 1), tables (Example 2), and equations (Example 3). | Lesson 2-5 pp. 109-114 includes translating written descriptions into tables (Example 1) and equations (Example 3). |
| 15 | Example of Clarification 2 (see Example 2)A |   | N/A                                                                                                                                                                                |                                                                                                                                       |                                                                                                                     |

|    |  |   |                                                            |
|----|--|---|------------------------------------------------------------|
|    |  | I |                                                            |
|    |  | J |                                                            |
| 14 |  |   | K<br>Alignment is fine; should not be taught in isolation. |
| 15 |  |   | Alignment is fine                                          |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                            | B   |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 16 | <p><b>MA.7.GR.1.1</b> Apply formulas to find the areas of trapezoids, parallelograms and rhombi.</p> <p><u>Clarification 1:</u> Instruction focuses on the connection from the areas of trapezoids, parallelograms and rhombi to the areas of rectangles or triangles.</p> <p><u>Clarification 2:</u> Within this benchmark, the expectation is not to memorize area formulas for trapezoids, parallelograms and rhombi.</p> | N/A |
| 17 | <p><b>MA.7.GR.1.2</b> Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.</p> <p><u>Clarification 1:</u> Within this benchmark, the expectation is not to find areas of figures on the coordinate plane or to find missing dimensions.</p>                                                                                   | N/A |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                      |                                                   |                                                   |                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|---------------------------------------------------|---------------------------------------------------|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 16 | <p><b>Benchmark</b></p> <p><b>MA.7.GR.1.1</b> Apply formulas to find the areas of trapezoids, parallelograms and rhombi.</p> <p>Clarification 1: Instruction focuses on the connection from the areas of trapezoids, parallelograms and rhombi to the areas of rectangles or triangles.</p> <p>Clarification 2: Within this benchmark, the expectation is not to memorize area formulas for trapezoids, parallelograms and rhombi.</p> | <p><b>Grade 7 Reviewer 1 (Champion)</b></p> <p>4</p> | <p><b>Grade 7 Reviewer 2 (Pitts)</b></p> <p>3</p> | <p><b>Grade 6 Accelerated Review</b></p> <p>4</p> | <p><b>Grade 6 Accelerated Review</b></p> <p>4</p> | <p>Connects the area of rhombi, parallelograms, and trapezoids to that of rectangles and squares.</p> <p>Formulas are derived from previously learned formulas; there could be some confusion with the trapezoid formula because it is derived from a parallelogram in one part of the lesson, but then decomposed into a rectangle and two triangles in another part of</p> <p>The highlighted lessons align completely to the benchmark, however, I would have liked to see additional practice problems for this benchmark.</p> <p>This standard is taught well</p> <p>hat the content “aligns completely” and another adding that it is “taught well.” I other area formulas, but this is, in fact, the point of Clarification 1. This connection t <i>enVision Florida B.E.S.T. Mathematics Grade 7</i> fully aligns to the expectations of this Alignment) or 5 (Very Good Alignment).</p> |
| 17 | <p><b>Benchmark</b></p> <p><b>MA.7.GR.1.2</b> Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.</p> <p>Clarification 1: Within this benchmark, the expectation is not to find areas of figures on the coordinate plane or to find missing dimensions.</p>                                                                            | <p><b>Grade 7 Reviewer 1 (Champion)</b></p> <p>3</p> | <p><b>Grade 7 Reviewer 2 (Pitts)</b></p> <p>3</p> | <p><b>Grade 6 Accelerated Review</b></p> <p>4</p> | <p><b>Grade 6 Accelerated Review</b></p> <p>5</p> | <p>Students are expected to find the area of composite figures; however, few real work problems are presented.</p> <p>I feel that the lesson needs to start off with less complex figures, then move into more complex as students feel comfortable.</p> <p>The large majority of problems included in this lesson are mathematical rather than real-world. I would have liked to see a balance of the two.</p> <p>is taught well</p> <p>enchmark. Although Ms. Champion notes that few real-world problems are ks in Columns D/E).</p> <p>cies in the alignment or coverage of the Benchmark. The content of <i>enVision</i> therefore, we request that the score of 3 be reconsidered and improved to a 4</p>                                                                                                                                                                                  |

(Good Alignment) or 5 (Very Good Alignment).

|    | D                                                                    | E                                                                              | F                                                                                                                                                                                                                                                                                                                                  | G | H |
|----|----------------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 16 |                                                                      |                                                                                | <p>Lesson 8-1 pp. 409-414 addresses finding areas of parallelograms (Example 1), rhombi (Example 2), and trapezoids (Example 3). Instruction includes connections to areas of rectangles and triangles (Clarification 1). Instruction also focuses on connecting and applying formulas, not on memorization (Clarification 2).</p> |   |   |
| 17 | <p><a href="#">Example of Real World Problem (see Example 2)</a></p> | <p><a href="#">Examples of Real World Problems (see Items #10 and #12)</a></p> | N/A                                                                                                                                                                                                                                                                                                                                |   |   |

|    | I | J | K                                                                                          |
|----|---|---|--------------------------------------------------------------------------------------------|
| 16 |   |   | Alignment is fine; important to show development of formula in multiple ways for students. |
| 17 |   |   | Alignment is fine; teacher can modify lesson for their students as they see fit            |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | B   |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|    | <p><b>MA.7.GR.2.2</b> Solve real-world problems involving surface area of right circular cylinders.</p> <p>Clarification 1: Within this benchmark, the expectation is not to memorize the surface area formula for a right circular cylinder or to find radius as a missing dimension.</p> <p>Clarification 2: Solutions may be represented in terms of pi (<math>\pi</math>) or approximately.</p>                                                                                                                                                                      | N/A |
| 18 | <p><b>MA.7.NSO.1.1</b> Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.</p> <p>Clarification 1: Instruction focuses on building the Laws of Exponents from specific examples. Refer to the K-12 Formulas (Appendix B) for the Laws of Exponents.</p> <p>Clarification 2: Problems in the form <math>a^n</math></p> <ul style="list-style-type: none"> <li><math>a^m = a^p</math> must result in a whole-number value for p.</li> </ul> | N/A |
| 19 | <p><b>MA.7.NSO.2.1</b> Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.</p> <p>Clarification 1: Multi-step expressions are limited to 6 or fewer steps.</p>                                                                                                                                                                                                                                                                                                 | N/A |
| 20 | <p><b>MA.7.NSO.2.3</b> Solve real-world problems involving any of the four operations with rational numbers.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                         | N/A |
| 21 | <p>Clarification 1: Instruction includes using one or more operations to solve problems.</p> <p><b>MA.K.12.MTR.1.1</b> Actively participate in effortful learning both individually and collectively.</p>                                                                                                                                                                                                                                                                                                                                                                | N/A |
| 22 | (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |
| 23 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |     |

|    |                                                                                                                                                                                                                             |                                                           |                            |                                |                            |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|----------------------------|--------------------------------|----------------------------|
| 18 | <p><b>Benchmark</b></p> <p>MA.7.GR.2.2 Solve real-world problems involving surface area of right circular cylinders.</p> <p>Clarification 1: Within this benchmark, the expectation is not to memorize the surface area</p> | Grade 7 Reviewer 1 (Champion)                             | Grade 7 Reviewer 2 (Pitts) | Grade 7 Accelerated Review     | Grade 7 Accelerated Review |
|    |                                                                                                                                                                                                                             | 4                                                         | 3                          | 5                              | 5                          |
|    | Real world problems are used.                                                                                                                                                                                               | The examples given use real world problems; more practice | SA cylinders               | Good problem set of real world |                            |

|    |                                                                                                                                                                                                                                                                                                                                               |                                                                                     |                            |                                                      |                            |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------|------------------------------------------------------|----------------------------|
| 19 | <p><b>Benchmark</b></p> <p>MA.7.NSO.1.1 Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.</p> <p>Clarification 1: Instruction focuses on building the Laws of Exponents from specific examples. Refer to</p> | Grade 7 Reviewer 1 (Champion)                                                       | Grade 7 Reviewer 2 (Pitts) | Grade 7 Accelerated Review                           | Grade 7 Accelerated Review |
|    |                                                                                                                                                                                                                                                                                                                                               | 4                                                                                   | 3                          | 5                                                    | 5                          |
|    | Provides lots of opportunities to apply the laws of exponents                                                                                                                                                                                                                                                                                 | Instruction focuses on building the laws; I feel that the laws should be spread out | law of exponents           | Good integration of error analysis into the lessons. |                            |

|    |                                                                                                                                                                             |                               |                            |                            |                            |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|----------------------------|----------------------------|----------------------------|
| 20 | <p><b>Benchmark</b></p> <p>MA.7.NSO.2.1 Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number</p> | Grade 7 Reviewer 1 (Champion) | Grade 7 Reviewer 2 (Pitts) | Grade 6 Accelerated Review | Grade 6 Accelerated Review |
|    |                                                                                                                                                                             | 3                             | 3                          | 4                          | 5                          |

|    |                                                              |                               |                            |                            |                            |
|----|--------------------------------------------------------------|-------------------------------|----------------------------|----------------------------|----------------------------|
| 21 | <p><b>Benchmark</b></p> <p>MA.7.NSO.2.3 Solve real-world</p> | Grade 7 Reviewer 1 (Champion) | Grade 7 Reviewer 2 (Pitts) | Grade 6 Accelerated Review | Grade 6 Accelerated Review |
|    |                                                              | 3                             | 4                          | 5                          | 5                          |

|    |                                                                                                                                                                 |                                                                                                                            |                                                                                                  |                                                                      |                                                                                                                       |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| 22 | <p><b>Mathematical Thinking and Reasoning Standard</b></p> <p>MA.K12.MTR.1.1 Actively participate in effortful learning both individually and collectively.</p> | Grade 7 Reviewer 1 (Champion)                                                                                              | Grade 7 Reviewer 2 (Pitts)                                                                       | Grade 6 Accelerated Review                                           | Grade 7 Accelerated Review                                                                                            |
|    |                                                                                                                                                                 | 3                                                                                                                          | 4                                                                                                | 5                                                                    | 5                                                                                                                     |
|    | Three Act Math in the beginning of the unit could be used to engage students. Subsequent lessons limit Student discussions by                                   | Every lesson provides an opportunity for students to give an explanation of what they are learning; instruction allow them | Strong evidence of MTR.1.1 throughout material and also contains explicit instruction on MTR.1.1 | I like that it tells the student to persevere in an academic setting | topic activity promotes social interactions in all components of the lessons. Many opportunities to engage throughout |

23

states that the examples given use real world problems, Ms. Champion agrees, and world applications.” Ms. Pitts expresses a desire “for more practice problems, k. Moreover, the full *enVision Florida B.E.S.T. Mathematics Grade 7* course *enVision Florida B.E.S.T. Mathematics Grade 7* fully aligns to the expectations of Alignment) or 5 (Very Good Alignment).

ent or coverage of this Benchmark. The content of *enVision B.E.S.T. Florida* er reviewers, and therefore, we request that the score of 3 be reconsidered and

problems include grouping symbols, whole number exponents, and absolute value as y the clarifications.

stify a rating of 3. Ms. Pitts expresses a preference for additional extension; these *Mathematics Grade 7* fully aligns to the expectations of this Benchmark and we Good Alignment).

several real-world problems” and “ample practice opportunities.” (*Links to*

ice for “more real-world and relatable word problems” does not describe a *Grade 7* fully aligns to the expectations of this Benchmark and we request that the

ewers note “strong evidence...throughout” and “many opportunities to engage;” suggesting that they don’t allow “daily authentic engagement of this MTR.” or Explain It! that requires students to analyze the problem in ways that make ) while solving the problem. A collective, whole-class discussion follows. On a daily on in effortful learning. (See *Columns D/E for linked examples*)

ion for MTR.1.1. The mathematical thinking and reasoning and behaviors students or the Handbook is provided in the Teacher’s Edition and offers teaching many with MTR 1.1. Specific behaviors of students who are demonstrating assess each student’s level of proficiency with MTR.1.1. (See *Columns D/E for*

ut each lesson for students to engage in and teachers to encourage and help to develop the improved to a 4 (Good Alignment) or 5 (Very Good Alignment).



|    | D                                                           | E                                                             | F                                                                                                                                                                                                                                                                                                                         | G                                                                                                                                                                                                                                                               | H |
|----|-------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 18 |                                                             |                                                               | Lesson 8-6 pp. 449-456 covers solving problems involving surface area of right circular cylinders with real-world contexts. Solutions are provided in terms of pi (Example 2) and approximately (Examples 1 and 3) as noted in Clarification 2. The lesson also includes 4 full pages of practice problems (pp. 453-456). |                                                                                                                                                                                                                                                                 |   |
| 19 |                                                             |                                                               | Lesson 1-5 pp. 39-44 includes instruction on 3 laws from the Appendix noted in Clarification 1: Product of Powers (Example 1), Power of Products (Example 2), and Power of a Power (Example 3). Instruction adheres to the limitations noted in the benchmark and clarifications.                                         | Lesson 1-6 pp. 45-50 addresses the 4 remaining laws from Appendix E that are appropriate for Grade 7: Power of a Quotient (Example 1), Quotient of Powers (Example 2), and Identity and Zero Exponent (Example 3). Instruction adheres to the limitations note  |   |
| 20 |                                                             |                                                               | Lesson 1-3 Example 4 p. 25 addresses multi-step problems with rational numbers and grouping symbols. The lesson also includes practice problems.                                                                                                                                                                          | Lesson 1-7 pp. 51-56 addresses multi-step order of operations problems with rational numbers, including grouping symbols (Examples 2 and 3), whole-number exponents (Example 3), and absolute value (Example 3). The lesson includes a wide array of practice p |   |
| 21 | Examples of Real World Problems (see Examples 1 and 2)      | Examples of Real World Problems (see items #12, #13, and #14) | N/A                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                 |   |
| 22 | Example of Exploratory Activity That Occurs in Every Lesson |                                                               | N/A                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                 |   |
| 23 | Math Thinking and Reasoning Handbook (Student)              | Math Thinking and Reasoning Handbook (Teacher)                | N/A                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                 |   |

|    | I | J | K                                                                               |
|----|---|---|---------------------------------------------------------------------------------|
| 18 |   |   | Alignment is fine.                                                              |
| 19 |   |   | Alignment is fine; teacher can modify lesson for their students as they see fit |
| 20 |   |   | Alignment is fine                                                               |
| 21 |   |   | Alignment is fine; also addressed within lessons for evidence above.            |
| 22 |   |   | Alignment is fine                                                               |
| 23 |   |   |                                                                                 |

|    | A                                                                                                  | B   |
|----|----------------------------------------------------------------------------------------------------|-----|
| 24 | MA.K12.MTR.2.1 Demonstrate understanding by representing problems in multiple ways.                | N/A |
| 25 | MA.K12.MTR.4.1 Engage in discussions that reflect on the mathematical thinking of self and others. | N/A |
| 26 | MA.K12.MTR.6.1 Assess the reasonableness of solutions.                                             | N/A |
| 27 | MA.K12.MTR.7.1 Apply mathematics to real-world contexts.                                           | N/A |
| 28 |                                                                                                    |     |
| 29 |                                                                                                    |     |
| 30 |                                                                                                    |     |
| 31 |                                                                                                    |     |
| 32 |                                                                                                    |     |
| 33 |                                                                                                    |     |
| 34 |                                                                                                    |     |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                   |                            |                            |                            |                            |                            |                            |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 24 | <p>giving examples on the student page. Format does not allow for daily authentic engagement of this MTR.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | to become engaged with the topic. | on page F25 in the SE      |                            |                            |                            |                            |                            |                            | <p><b>Accelerated Review</b></p> <p>5</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 25 | <p><b>Mathematical Thinking and Reasoning Standard</b></p> <p><b>MA.K12.MTR.4.1</b></p> <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p>                                                                                                                                                                                                                                                                                                                                                                                                                              | Grade 7 Reviewer 1 (Champion)     | Grade 7 Reviewer 2 (Pitts) | Grade 6 Accelerated Review | Grade 7 Accelerated Review | Grade 7 Accelerated Review | Grade 7 Accelerated Review | Grade 7 Accelerated Review | Grade 7 Accelerated Review | <p>Mostly in the lesson explore it at the "Thinking</p> <p>Every lesson has a evidence of MTR 4.1</p> <p>Strong evidence of MTR 4.1</p> <p>These examples are asking</p> <p>the opening or discovery part of the</p> <p>Many opportunities to engage</p> <p>Many opportunities to engage</p> <p>3 sections to engage a topic throughout all components of the lessons.</p>                                                                                                                                |
| 26 | <p><b>Mathematical Thinking and Reasoning Standard</b></p> <p><b>MA.K12.MTR.6.1</b></p> <p>Assess the reasonableness of solutions</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Grade 7 Reviewer 1 (Champion)     | Grade 7 Reviewer 2 (Pitts) | Grade 6 Accelerated Review | Grade 7 Accelerated Review | Grade 7 Accelerated Review | Grade 7 Accelerated Review | Grade 7 Accelerated Review | Grade 7 Accelerated Review | <p>Pitts comments that the "majority of word problems presented should be real examples and problems. A few linked examples are in Columns D/E. that the score of 3 be reconsidered and improved to a 4 (Good Alignment)</p>                                                                                                                                                                                                                                                                              |
| 27 | <p><b>Mathematical Thinking and Reasoning Standard</b></p> <p><b>MA.K12.MTR.7.1</b></p> <p>Apply mathematics to real-world contexts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Grade 7 Reviewer 1 (Champion)     | Grade 7 Reviewer 2 (Pitts) | Grade 6 Accelerated Review | Grade 7 Accelerated Review | Grade 7 Accelerated Review | Grade 7 Accelerated Review | Grade 7 Accelerated Review | Grade 7 Accelerated Review | <p>Real world problems are used throughout, but there are areas where they are lacking.</p> <p>Majority of word problems presented should be reliable for students.</p> <p>Strong evidence of MTR.7.1 throughout material and also contains explicit instruction on MTR.7.1 on page F31 in the SE</p> <p>This standard is evident throughout the book</p> <p>students activate prior knowledge to work out new material</p> <p>Many opportunities to engage throughout all components of the lessons.</p> |
| 28 | <p>'s B.E.S.T. Standards for Mathematics, including the Mathematical Thinking and this course for adoption, the scores on many benchmarks are inexplicably low ratings provided by the Accelerated 6 and Accelerated 7 reviewers. Those courses ratings: Even many of the 4 (Good alignment) ratings issued by the Grade 7 reviewers of 2 or 3 are unwarranted, and we have provided evidence and additional information revise any unsupported ratings and add <i>enVision Florida B.E.S.T. Mathematics</i>, and students of Florida, and it is our sincerest desire to equip Florida schools mathematics.</p> |                                   |                            |                            |                            |                            |                            |                            |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 29 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                   |                            |                            |                            |                            |                            |                            |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 30 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                   |                            |                            |                            |                            |                            |                            |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 31 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                   |                            |                            |                            |                            |                            |                            |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 32 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                   |                            |                            |                            |                            |                            |                            |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 33 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                   |                            |                            |                            |                            |                            |                            |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 34 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                   |                            |                            |                            |                            |                            |                            |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |



|    | D                                                                                                          | E                                      | F                                                                                                                                                                                                                                                                                                                           | G                                                                                                                                                                                                                                                                                                                   | H                                                                                                                                                                                                                                                                                            |
|----|------------------------------------------------------------------------------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 24 |                                                                                                            |                                        | Multiple representations are presented and connected throughout the text. Selected examples are provided here, such as manipulatives, tables, and equations (pp. 78-79)                                                                                                                                                     | Multiple representations are presented and connected throughout the text. Selected examples are provided here, such as tables, graphs, and equations (pp. 98-99).                                                                                                                                                   | Multiple representations are presented and connected throughout the text. Selected examples are provided here, such as bar models, verbal descriptions, and equations (pp. 142-143).                                                                                                         |
| 25 | <u>Lesson 2-1 Example (see Thinking and Reasoning, Convince Me!, Do You Understand?, Do You Know How?)</u> |                                        | Opportunities to promote discussions and elicit mathematical thinking are presented throughout the text. Solve and Discuss It! opportunities with Thinking and Reasoning prompts are provided at the start of many lessons, such as Lesson 2-1 (p. 77), in which students explain their reasoning and make generalizations. | Opportunities to promote discussions and elicit mathematical thinking are presented throughout the text. Explain It! opportunities with Thinking and Reasoning prompts are provided at the start of many lessons, such as Lesson 1-5 (p. 39), in which students analyze the thinking of others and justify results. | Opportunities to promote discussions and elicit mathematical thinking are presented throughout the text. Do You Understand? questions are provided in every lesson, such as Lesson 4-5 (p. 216), in which students explain mathematical concepts (#1) and recognize and correct errors (#2). |
| 26 | <u>Examples of Check for Reasonableness (see pages 11, 15, and 16)</u>                                     |                                        | Opportunities for students to assess reasonableness are presented throughout the text, such as Lesson 3-1 Example 3 (p. 131), in which students use estimating with compatible numbers to check the reasonableness of their solutions.                                                                                      | Opportunities for students to assess reasonableness are presented throughout the text, such as Lesson 6-1 Example 1 (p. 300), in which students check calculations with alternate approaches.                                                                                                                       | Opportunities for students to assess reasonableness are presented throughout the text, such as Lesson 8-2 Example 2 (p. 419), in which students check calculations when solving problems.                                                                                                    |
| 27 | <u>Examples of Real World Contexts</u>                                                                     | <u>Examples of Real World Contexts</u> | N/A                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                              |
| 28 |                                                                                                            |                                        |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                              |
| 29 |                                                                                                            |                                        |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                              |
| 30 |                                                                                                            |                                        |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                              |
| 31 |                                                                                                            |                                        |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                              |
| 32 |                                                                                                            |                                        |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                              |
| 33 |                                                                                                            |                                        |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                              |
| 34 |                                                                                                            |                                        |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                              |

|    | I                                                                                                                                                                                                                    | J | K                 |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------|
| 24 | Multiple representations are presented and connected throughout the text. Selected examples are provided here, such as choosing appropriate data displays (box plots, circle graphs, and bar charts) on pp. 338-339. |   | Alignment is fine |
| 25 | Opportunities for students to assess reasonableness are presented throughout the text, such as Lesson 8-6 Example 5 (p. 452), in which students check reasonableness by evaluating results in a given context.       |   | Alignment is fine |
| 26 |                                                                                                                                                                                                                      |   | Alignment is fine |
| 27 |                                                                                                                                                                                                                      |   | Alignment is fine |
| 28 |                                                                                                                                                                                                                      |   |                   |
| 29 |                                                                                                                                                                                                                      |   |                   |
| 30 |                                                                                                                                                                                                                      |   |                   |
| 31 |                                                                                                                                                                                                                      |   |                   |
| 32 |                                                                                                                                                                                                                      |   |                   |
| 33 |                                                                                                                                                                                                                      |   |                   |
| 34 |                                                                                                                                                                                                                      |   |                   |

**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>  
**Sent:** Tuesday, May 10, 2022 8:04 AM EDT  
**To:** Starling; Courtney  
**CC:** Duncan, Patricia; Seeds, Cathy; Rivers1, Angelia; Harvey, Ashley  
**Subject:** RE: Savvas Learning Company Grade 7 appeal  
**Attachment(s):** "image002.png", "image004.png", "image005.png"

Hi Courtney,

I believe that any individual score under a 4 warrants a second look from you. Cathy, please correct me if I'm wrong. However, if you find the alignment to be at the 4, or satisfactory, level, please mark it as "fine" or "aligned," as you have been doing so that you can focus their attention on the standards that really need the extra support.

Thank you for all your work on these. I know it's a lot and it isn't always easy. We appreciate you!

Thanks,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Starling, Courtney <Courtney.Starling@fldoe.org>  
**Sent:** Monday, May 9, 2022 4:32 PM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Duncan, Patricia <Patricia.Duncan@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Harvey, Ashley <Ashley.Harvey@fldoe.org>  
**Subject:** RE: Savvas Learning Company Grade 7 appeal

Hi Amber,

I just want to make sure that I am providing feedback where necessary. In some of these benchmarks (MA.7.AR.1.2), the reviews do meet the 4 threshold since two reviewers scored a 4 and two scored a 5. Savvas provided evidence on these, but do I need to provide feedback in these cases?

Courtney Starling  
Secondary Mathematics Specialist  
Office of STEAM  
Bureau of Standards and Instructional Support  
Florida Department of Education  
850.245.9066

cid:3a93a98a-7611-4546-85ea-0f8eb73bedc5

Please note that Florida has a very broad public records law. Most written communications to or from state officials are public records available to the public and media upon request.

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**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Sent:** Friday, May 6, 2022 11:03 AM  
**To:** Starling, Courtney <Courtney.Starling@fldoe.org>  
**Cc:** Duncan, Patricia <Patricia.Duncan@fldoe.org>  
**Subject:** FW: Savvas Learning Company Grade 7 appeal

Hi Courtney,

Savvas has resent their spreadsheet with the links needed for grade 7. Please review and add your comments as necessary.

Thank you!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist

Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

**From:** Rachel Powers-Scanga <[rachel.scanga@savvas.com](mailto:rachel.scanga@savvas.com)>

**Sent:** Thursday, May 5, 2022 4:32 AM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>; Heather Boyd <[heather.boyd@savvas.com](mailto:heather.boyd@savvas.com)>; Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; Andy Yoo <[andy.yoo@savvas.com](mailto:andy.yoo@savvas.com)>; Kevin Schutz <[kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com)>; [mداughton@mmd-lawfirm.com](mailto:mداughton@mmd-lawfirm.com); James Lippe <[james.lippe@savvas.com](mailto:james.lippe@savvas.com)>

**Subject:** Re: Savvas Learning Company Grade 7 appeal

Good Morning Amber,

Attached you will find the updated spreadsheet from Savvas for grade 7 enVision B.E.S.T. Mathematics with the additional evidence of alignment that was requested.

We appreciate the time the math specialists are taking to review and validate our appeal.

Please let me know if any additional information is needed.

Regards,  
Rachel

Hi Rachel,

Our math specialists have been reviewing at your appeal spreadsheet and have a request. Can you please provide direct links to the materials, even if you aren't changing anything, so that they can view the alignment along with your justification? I've attached the spreadsheet and have highlighted (in blue) the areas where links are needed. If it isn't highlighted, the evidence that you provided is sufficient to see the alignment. Let me know if you have questions.

Thank you!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>

**Sent:** Thursday, April 28, 2022 8:09 AM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>

**Subject:** FW: Savvas Learning Company Grade 7 appeal

Cathy Seeds  
Director, Library Media & Instructional Materials  
Bureau of Standards & Instructional Support  
Florida Department of Education



DOE Logo

**From:** Rachel Powers-Scanga <[rachel.scanga@savvas.com](mailto:rachel.scanga@savvas.com)>

**Sent:** Wednesday, April 27, 2022 9:28 AM

**To:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Andy Yoo <[andy.yoo@savvas.com](mailto:andy.yoo@savvas.com)>; Kevin Schutz <[kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com)>; mdaughton@mmd-lawfirm.com; Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>; Heather Boyd <[heather.boyd@savvas.com](mailto:heather.boyd@savvas.com)>; Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; James Lippe <[james.lippe@savvas.com](mailto:james.lippe@savvas.com)>

**Subject:** Savvas Learning Company Grade 7 appeal

Please accept this correspondence and subsequent attachments as a response to and formal appeal of the instructional materials adoption recommendation for Savvas Learning Company.

We request a quick review of our appeal and immediate placement of our grade 7 FL enVision B.E.S.T. Mathematics on the state adopted instructional materials list.

Thank you,  
Rachel

**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>

**Sent:** Tuesday, May 03, 2022 9:48 AM EDT

**To:** Starling, Courtney; Hamilton, Lauren; Duncan, Patricia

**CC:** Harvey, Ashley; Seeds, Cathy; Rivers1, Angelia

**Subject:** RE: Savvas Learning Company Grade 7 appeal

**Attachment(s):** "image001.png", "image002.png", "image003.png", "image004.png"

Thank you! I've emailed the publisher to get direct links for those areas. I'll let you know when I hear back from them.

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Starling, Courtney <Courtney.Starling@fldoe.org>

**Sent:** Monday, May 2, 2022 3:00 PM

**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Duncan, Patricia <Patricia.Duncan@fldoe.org>

**Cc:** Harvey, Ashley <Ashley.Harvey@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>

**Subject:** RE: Savvas Learning Company Grade 7 appeal

Hi Amber,

My apologies. I made notes on those left blank that a link to the lesson needs to be provided for review. It is difficult to determine a yes or no alignment just based on arguments from a reviewer and the publisher without the context.

Courtney Starling  
Secondary Mathematics Specialist  
Office of STEAM  
Bureau of Standards and Instructional Support  
Florida Department of Education  
850.245.9066

cid:3a93a98a-7611-4546-85ea-0f8eb73bedc5

Please note that Florida has a very broad public records law. Most written communications to or from state officials are public records available to the public and media upon request.

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Sent:** Monday, May 2, 2022 1:07 PM

**To:** Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>

**Cc:** Harvey, Ashley <[Ashley.Harvey@fldoe.org](mailto:Ashley.Harvey@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>

**Subject:** RE: Savvas Learning Company Grade 7 appeal

Thanks, Courtney!

There are a few comment boxes that are missing comments. Would you mind putting in either a "fine" if you are good with what the publisher has said as far as proving their alignment for each standard in question, or some specific feedback to the publisher stating what is needed or missing with their alignment? We will use this spreadsheet when we meet with the publisher again and it'll be helpful to you to have specific talking points when addressing their standards alignment with them.

I've cleaned up the spreadsheet a little and highlighted comments that we need in blue. Anything in gray does not need a comment in that column. It may be helpful to print as it is hard to see the whole spreadsheet on the screen.

Let me know if you need anything.

Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>  
**Sent:** Monday, May 2, 2022 11:07 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>  
**Cc:** Harvey, Ashley <[Ashley.Harvey@fldoe.org](mailto:Ashley.Harvey@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
**Subject:** RE: Savvas Learning Company Grade 7 appeal

That would be helpful, wouldn't it? Happy Monday!

Courtney Starling  
Secondary Mathematics Specialist  
Office of STEAM  
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Florida Department of Education  
850.245.9066  
cid:3a93a98a-7611-4546-85ea-0f8eb73bedc5

Please note that Florida has a very broad public records law. Most written communications to or from state officials are public records available to the public and media upon request.

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**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, May 2, 2022 10:57 AM  
**To:** Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>  
**Cc:** Harvey, Ashley <[Ashley.Harvey@fldoe.org](mailto:Ashley.Harvey@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
**Subject:** RE: Savvas Learning Company Grade 7 appeal

Hi Courtney,

I think you forgot to attach the file J

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>  
**Sent:** Monday, May 2, 2022 10:37 AM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>  
**Cc:** Harvey, Ashley <[Ashley.Harvey@fldoe.org](mailto:Ashley.Harvey@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
**Subject:** RE: Savvas Learning Company Grade 7 appeal

Hi Lauren,

Where the publisher provided links for evidence, I have added comments. Please let me know if you need anything else.

Courtney Starling  
Secondary Mathematics Specialist  
Office of STEAM  
Bureau of Standards and Instructional Support  
Florida Department of Education  
850.245.9066

cid:3a93a98a-7611-4546-85ea-0f8eb73bedc5

Please note that Florida has a very broad public records law. Most written communications to or from state officials are public records available to the public and media upon request.

---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Thursday, April 28, 2022 8:19 AM  
**To:** Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>  
**Cc:** Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>; Harvey, Ashley <[Ashley.Harvey@fldoe.org](mailto:Ashley.Harvey@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
**Subject:** FW: Savvas Learning Company Grade 7 appeal

Hi ladies,

I have attached Savvas™ appeal response for Grade 7. Please take a look and provide feedback as necessary.

Thank you for all you do!  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

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**From:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>  
**Sent:** Thursday, April 28, 2022 8:09 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Subject:** FW: Savvas Learning Company Grade 7 appeal

Cathy Seeds  
Director, Library Media & Instructional Materials  
Bureau of Standards & Instructional Support  
Florida Department of Education

DOE Logo

**From:** Rachel Powers-Scanga <[rachel.scanga@savvas.com](mailto:rachel.scanga@savvas.com)>  
**Sent:** Wednesday, April 27, 2022 9:28 AM  
**To:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Andy Yoo <[andy.yoo@savvas.com](mailto:andy.yoo@savvas.com)>; Kevin Schutz <[kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com)>; mdaughton@mmd-lawfirm.com; Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>; Heather Boyd <[heather.boyd@savvas.com](mailto:heather.boyd@savvas.com)>; Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; James Lippe

[<james.lippe@savvas.com>](mailto:james.lippe@savvas.com)

**Subject:** Savvas Learning Company Grade 7 appeal

Please accept this correspondence and subsequent attachments as a response to and formal appeal of the instructional materials adoption recommendation for Savvas Learning Company.

We request a quick review of our appeal and immediate placement of our grade 7 FL enVision B.E.S.T. Mathematics on the state adopted instructional materials list.

Thank you,  
Rachel

**From:** Starling, Courtney <Courtney.Starling@fldoe.org>  
**Sent:** Monday, May 02, 2022 11:07 AM EDT  
**To:** Baumbach, Amber; Hamilton, Lauren; Duncan, Patricia  
**CC:** Harvey, Ashley; Seeds, Cathy; Rivers1, Angelia  
**Subject:** RE: Savvas Learning Company Grade 7 appeal  
**Attachment(s):** "Savvas Grade 7 - Publisher Appeal 4.26.22.xlsx", "image002.png", "image005.png", "image006.png", "image007.png"  
That would be helpful, wouldn't it? Happy Monday!

Courtney Starling  
Secondary Mathematics Specialist  
Office of STEAM  
Bureau of Standards and Instructional Support  
Florida Department of Education  
850.245.9066  
cid:3a93a98a-7611-4546-85ea-0f8eb73bedc5

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---

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**Sent:** Monday, May 2, 2022 10:57 AM  
**To:** Starling, Courtney <Courtney.Starling@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Duncan, Patricia <Patricia.Duncan@fldoe.org>  
**Cc:** Harvey, Ashley <Ashley.Harvey@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Subject:** RE: Savvas Learning Company Grade 7 appeal

Hi Courtney,

I think you forgot to attach the file J

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

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**Sent:** Monday, May 2, 2022 10:37 AM  
**To:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Duncan, Patricia <Patricia.Duncan@fldoe.org>  
**Cc:** Harvey, Ashley <Ashley.Harvey@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
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Courtney Starling  
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**To:** Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>  
**Cc:** Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>; Harvey, Ashley <[Ashley.Harvey@fldoe.org](mailto:Ashley.Harvey@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
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Thank you for all you do!  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

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**Sent:** Thursday, April 28, 2022 8:09 AM  
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**Subject:** FW: Savvas Learning Company Grade 7 appeal

Cathy Seeds  
Director, Library Media & Instructional Materials  
Bureau of Standards & Instructional Support  
Florida Department of Education

DOE Logo

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**Sent:** Wednesday, April 27, 2022 9:28 AM  
**To:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Andy Yoo <[andy.yoo@savvas.com](mailto:andy.yoo@savvas.com)>; Kevin Schutz <[kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com)>; mdaughton@mmd-lawfirm.com; Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>; Heather Boyd <[heather.boyd@savvas.com](mailto:heather.boyd@savvas.com)>; Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; James Lippe <[james.lippe@savvas.com](mailto:james.lippe@savvas.com)>  
**Subject:** Savvas Learning Company Grade 7 appeal

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We request a quick review of our appeal and immediate placement of our grade 7 FL enVision B.E.S.T. Mathematics on the state adopted instructional materials list.

Thank you,

Rachel



|   | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | B                                        |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                          |
| 2 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                          |
| 3 | Standard Below 3<br>(if applicable)                                                                                                                                                                                                                                                                                                                                                                                                                                            | Special Topic Concern<br>(If applicable) |
| 4 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                          |
| 5 | <p><b>MA.7.AR.1.2</b> Determine whether two linear expressions are equivalent</p> <p><u>Clarifications</u></p> <ul style="list-style-type: none"> <li>Clarification 1: Instruction includes using properties of operations accurately and efficiently.</li> <li>Clarification 2: Instruction includes linear expressions in any form with rational coefficients.</li> <li>Clarification 3: Refer to Properties of Operations, Equality and Inequality (Appendix D).</li> </ul> | N/A                                      |
| 6 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                          |

COURSE Grade Seven Mathematics

BID 390

Publisher (Savvas) Comments

**Publisher Summary:**  
*enVision Florida B.E.S.T. Mathematics, Grade 7* was written specifically to align with Florida’s B.E.S.T. Standards for Mathematics, including the Mathematical Thinking and Reasoning (MTR) Standards. We believe that these materials fully address the required standards and benchmarks and meet all required specifications for adoption. Both of the state’s reviewers agreed, and recommended this product for adoption. However, the state has not recommended the product for adoption citing a state-specific standards score that did not meet the numerical threshold for adoption. In this response, we intend to show that several of the scores should be raised and that *enVision Florida B.E.S.T. Mathematics, Grade 7* should be approved for adoption.

**Part 1 - Inconsistency of Reviews**  
 We believe that the reviews for Grade 7 were inconsistent both with the overall review process and with other reviews. While most reviewers worked on a 5-point scale, the Grade 7 reviewers issued only three 5-point ratings (Very Good Alignment) for the Mathematical Thinking and Reasoning Standards and the ELA Standards, and zero 5-point ratings for any Mathematics Benchmarks, even when their comments are entirely positive and/or include no noted deficiencies. When compared to the reviews of other Savvas mathematics courses for Grades 6-8, there is an obvious anomaly. *All enVision Mathematics Florida B.E.S.T.* courses were created by the same team of authors, editors, and consultants, and follow the same pedagogy and lesson format.

| Savvas Program      | Number of 5-Point Ratings for Standards Benchmarks (by both reviewers) | Percentage of 5-Point Ratings for Standards Benchmarks |
|---------------------|------------------------------------------------------------------------|--------------------------------------------------------|
| <b>Grade 7</b>      | <b>3</b>                                                               | <b>3%</b>                                              |
| Grade 6             | 93                                                                     | 85%                                                    |
| Grade 8 Pre-Algebra | 85                                                                     | 77%                                                    |
| Accelerated Grade 6 | 107                                                                    | 75%                                                    |
| Accelerated Grade 7 | 141                                                                    | 99%                                                    |

below. Procedures and creates an enormous discrepancy with other reviews. In addition, the lack of meeting the required threshold of an average rating of 4 nearly impossible. Accelerated Grades, and yet, the Grade 7 ratings are consistently lower than those not warrant the discrepancy in ratings. Examples of these discrepancies are provided

| Benchmark                                                                  | Grade 7 Reviewer 1 (Champion) | Grade 7 Reviewer 2 (Pitts) | Grade 6 Accelerated Reviewer 1 | Grade 6 Accelerated Reviewer 2 |
|----------------------------------------------------------------------------|-------------------------------|----------------------------|--------------------------------|--------------------------------|
| <b>MA.7.AR.1.2</b> Determine whether two linear expressions are equivalent | 4                             | 4                          | 5                              | 5                              |

**Clarifications**  
*Clarification 1:* Instruction includes using properties of operations accurately and efficiently.  
*Clarification 2:* Instruction includes linear expressions in any form with rational coefficients.

Students combine like terms, expand, and use the properties of operations to create and

Benchmark clarifications are addressed

Lessons highlighted here cover the benchmark and provide ample opportunity for students to

This standard is taught well

Very Good Alignment) while both Grade 6 Accelerated reviewers rated alignment of the

|   | D                       | E                               | F        | G | H | I | J  |
|---|-------------------------|---------------------------------|----------|---|---|---|----|
| 1 |                         |                                 |          |   |   |   |    |
| 2 |                         |                                 |          |   |   |   |    |
| 3 | Savvas Link to Evidence | Link to correction in materials | Comments |   |   |   | 1- |
| 4 |                         |                                 |          |   |   |   |    |
| 5 |                         |                                 |          |   |   |   |    |
| 6 |                         |                                 | N/A      |   |   |   |    |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | B   |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 7  | <p><b>MA.7.AR.2.2</b> Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.</p> <p><u>Clarifications</u></p> <ul style="list-style-type: none"> <li>Clarification 1: Instruction focuses the application of the properties of equality. Refer to Properties of Operations, Equality and Inequality (Appendix D).</li> <li>Clarification 2: Instruction includes equations in the forms <math>px \pm q = r</math> and <math>p(x \pm q) = r</math>, where <math>p</math>, <math>q</math> and <math>r</math> are specific rational numbers.</li> <li>Clarification 3: Problems include linear equations where the variable may be on either side of the equal sign.</li> </ul> | N/A |
| 8  | <p><b>MA.7.AR.3.1</b> Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.</p> <p><u>Clarifications</u></p> <ul style="list-style-type: none"> <li>Clarification 1: Instruction includes discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                          | N/A |
| 9  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |     |
| 10 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |     |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                    |          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <p><u>Clarification 3: Refer to Properties of Operations, Equality and Inequality (Appendix D).</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Identity equivalent expressions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>practices.</p>                                                                                                                                                                                                                                                                                                                                                                                                  | <p>C</p> |
| <p><b>MA.7.AR.2.2</b> Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.</p> <p><u>Clarifications</u><br/> Clarification 1: Instruction focuses the application of the properties of equality. Refer to Properties of Operations, Equality and Inequality (Appendix D).<br/> Clarification 2: Instruction includes equations in the forms <math>px+q=r</math> and <math>p(x+q)=r</math>, where <math>p</math>, <math>q</math> and <math>r</math> are specific rational numbers.<br/> Clarification 3: Problems include linear equations where the variable may be on either side of</p> | <p>4</p> <p>4</p> <p>5</p> <p>5</p> <p>Excellent alignment with the instructional models from the B1G-M.</p> <p>on's review confirms that all requirements were met. Ms. Pitts' review includes a positive note for not rating this benchmark coverage as 5 (Very Good Alignment) as the Accelerated</p>                                                                                                                                                                     | <p>Presents one and two step equations with real-world context. Required forms of equations are used.</p> <p>Splitting writing and solving equations into two lessons is a good idea</p> <p>Lessons highlighted align to benchmark. I liked how students were given ample opportunities to learn and practice using the properties of equality prior to being expected to solve equations.</p>                     |          |
| <p><b>MA.7.AR.3.1</b> Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.</p> <p><u>Clarifications</u><br/> Clarification 1: Instruction includes discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error.</p>                                                                                                                                                                                                                                                                                                                                                      | <p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pits) 4</p> <p>Grade 6 Accelerated Reviewer 1 5</p> <p>Grade 6 Accelerated Reviewer 2 5</p> <p>This standard is taught well</p> <p>'s review confirms that all requirements of the clarifications were met. Neither Grade 7</p> <p>ood Alignment) without any indication of why the content was not rated a 5 (Very Good between the scores in the Grade 7 review and other similar reviews (including the</p> | <p>Covers all percent examples defined in the clarifications. All presented in real world problems and are relatable to the audience.</p> <p>Real world problems are given to practice percent (also relatable, such as percent of phone battery).</p> <p>Very good alignment. I really like how the distinction is made between a ratio and a fraction, even though they are both written in the same format.</p> |          |
| <p><b>Part 2 - Benchmark-Specific Responses</b></p> <p>In specific cases, we believe the reviewers also missed content or made some judgments in their ratings that were pedagogical or related to preference of implementation, rather than focused strictly on the question of whether the standard was effectively addressed in the course. Specific examples are provided below.</p>                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                    |          |



|    | D | E | F   | G | H | I | J |
|----|---|---|-----|---|---|---|---|
| 7  |   |   | N/A |   |   |   |   |
| 8  |   |   | N/A |   |   |   |   |
| 9  |   |   |     |   |   |   |   |
| 10 |   |   |     |   |   |   |   |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | B   |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 11 | <p><b>MA.7.AR.2.1</b> Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.</p> <p><u>Benchmark Clarifications:</u></p> <ul style="list-style-type: none"> <li>• Clarification 1: Instruction focuses on the properties of inequality. Refer to Properties of Operations, Equality and Inequality (Appendix D).</li> <li>• Clarification 2: Instruction includes inequalities in the forms <math>px &gt; q</math>; <math>xp &gt; q</math>; <math>x \pm p &gt; q</math> and <math>p \pm x &gt; q</math>, where <math>p</math> and <math>q</math> are specific rational numbers and any inequality symbol can be represented.</li> <li>• Clarification 3: Problems include inequalities where the variable may be on either side of the inequality symbol.</li> </ul> | N/A |
| 12 | <p><b>MA.7.AR.3.2</b> Apply previous understanding of ratios to solve real-world problems involving proportions.</p> <p><u>Example:</u> Scott is mowing lawns to earn money to buy a new gaming system and knows he needs to mow 35 lawns to earn enough money. If he can mow 4 lawns in 3 hours and 45 minutes, how long will it take him to mow 35 lawns? Assume that he can mow each lawn in the same amount of time.</p> <p><u>Example:</u> Ashley normally runs 10-kilometer races which is about 6.2 miles. She wants to start training for a half-marathon which is 13.1 miles. How many kilometers will she run in the half-marathon? How does that compare to her normal 10K race distance?</p>                                                                                                                                                | N/A |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | (Champion)                                                                                                                                  | (Pitts)                                                                                                                             | Reviewer 1                                             | Reviewer 2                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------|
| <p><b>MA.7.AR.2.1</b> Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.</p> <p><b>Benchmark Clarifications:</b><br/>                     Clarification 1: Instruction focuses on the properties of inequality. Refer to Properties of Operations, Equality and Inequality (Appendix D).<br/>                     Clarification 2: Instruction includes inequalities in the forms <math>px &gt; q</math>, <math>x &gt; p</math>; <math>x &lt; p</math> and <math>px &lt; q</math>, where <math>p</math> and <math>q</math> are specific rational numbers and any inequality symbol can be represented.<br/>                     Clarification 3: Problems include inequalities where the variable may be on either side of the inequality symbol.</p> | <p>Presents one and two step inequalities. They are represented algebraically and graphically. Required forms of inequalities are used.</p> | <p>Benchmark is covered, more examples of solving different types of inequalities (relating them back to equations) are needed.</p> | <p>The highlighted lessons align to the benchmark.</p> | <p>This standard is taught well</p> |

s are included. Lesson 5-3 Solve Inequalities Using Addition or Subtraction (pp. 271–276) with inequalities on either side of the inequality symbol. Similarly, Lesson 5-4 Solve Inequalities on Either Side of the Inequality Symbol (pp. 277–280) includes all four inequality symbols and problems with inequalities on either side of the inequality symbol. Additional instruction and practice opportunities can be found in the Topic Review (pp. 289–290).

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |          |          |          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|
| <p><b>MA.7.AR.3.2</b> Apply previous understanding of ratios to solve real-world problems involving proportions.</p> <p><b>Example:</b> Scott is mowing lawns to earn money to buy a new gaming system and knows he needs to mow 35 lawns to earn enough money. If he can mow 4 lawns in 3 hours and 45 minutes, how long will it take him to mow 35 lawns? Assume that he can mow each lawn in the same amount of time.</p> <p><b>Example:</b> Ashley normally runs 10-kilometer races which is about 6.2 miles. She wants to start training for a half-marathon which is 13.1 miles. How many kilometers will she run in the half-marathon? How does that compare to her normal 10K race distance?</p> | <p>4</p> | <p>3</p> | <p>3</p> | <p>5</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|

As Ms. Pitts commented, this benchmark is covered, and all examples of solving different types of inequalities required by the Benchmark Clarifications are included. Therefore, we request that the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).

The highlighted lessons only expose students to using proportions to solve real-world problems involving percentages. I would think there should be questionings involving proportions that do not pertain to percentages.

-4, and 3-5. Two reviewers suggest that the course does not address non-percent problems (see link in Column D) in which students apply proportions to solve a wide variety of problems (see link in Column E).

at the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).



|    | D                                                                         | E                            | F   | G    | H | I | J |
|----|---------------------------------------------------------------------------|------------------------------|-----|------|---|---|---|
| 11 |                                                                           |                              | N/A |      |   |   |   |
| 12 | <a href="#">Lesson 2-5 Apply Proportional Reasoning To Solve Problems</a> | <a href="#">Topic Review</a> | N/A | Fine |   |   |   |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | B   |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 13 | <p><b>MA.7.AR.3.3</b> Solve mathematical and real-world problems involving the conversion of units across different measurement systems.</p> <p>Clarification 1: Problem types are limited to length, area, weight, mass, volume and money.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | N/A |
| 14 | <p><b>MA.7.AR.4.4</b> Given any representation of a proportional relationship, translate the representation to a written description, table or equation.</p> <p>Example: The written description, there are 60 minutes in 1 hour, can be represented as the equation <math>m=60h</math>.</p> <p>Example: Gina works as a babysitter and earns \$9 per hour. She would like to earn \$100 to buy a new tennis racket. Gina wants to know how many hours she needs to work. She can use the equation <math>h=19e</math>, where <math>e</math> is the amount of money earned, <math>h</math> is the number of hours worked and 19 is the constant of proportionality.</p> <p>Benchmark Clarifications:<br/> Clarification 1: Given representations are limited to a written description, graph, table or equation.<br/> Clarification 2: Instruction includes equations of proportional relationships in the form of <math>y=px</math>, where <math>p</math> is the constant of proportionality.</p> | N/A |

| Benchmark                                                                                                                                                                                                                                              | Grade 7 Reviewer 1 (Champion)                                                  | Grade 7 Reviewer 2 (Pitts) | Grade 7 Accelerated Review                                | Grade 7 Accelerated Review |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------|-----------------------------------------------------------|----------------------------|
| <p><b>MA.7.AR.3.3</b> Solve mathematical and real-world problems involving the conversion of units across different measurement systems.</p> <p><u>Clarification 1:</u> Problem types are limited to length, area, weight, mass, volume and money.</p> | 2                                                                              | 4                          | 5                                                         | 5                          |
| <p>Concept related to proportional relationships—only lengths and weight, and mass are used. Area, volume and money are left out. A few pages address capacity which is not in the clarifications.</p>                                                 | <p>Benchmark is covered well and is connected to previously learned skill.</p> | <p>Metric conversions</p>  | <p>Really good discourse supports embedded in the TE.</p> |                            |

13 request that the score of 2 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).

all comments are positive, including notes that this benchmark is “covered well” and notified in the clarification—area, volume, and money—are “left out;” however, all of these

is well as the very positive overall reviewer scores regarding alignment to the Benchmark, we

| Benchmark                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Grade 7 Reviewer 1 (Champion)                                                                                                                | Grade 7 Reviewer 2 (Pitts)                  | Grade 7 Accelerated Review                                              | Grade 7 Accelerated Review |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|-------------------------------------------------------------------------|----------------------------|
| <p><b>MA.7.AR.4.4</b> Given any representation of a proportional relationship, translate the representation to a written description, table or equation.</p> <p><u>Example:</u> The written description, there are 60 minutes in 1 hour, can be represented as the equation <math>m=60h</math>.</p> <p><u>Example:</u> Gina works as a babysitter and earns \$9 per hour. She would like to earn \$100 to buy a new tennis racket. Gina wants to know how many hours she needs to work. She can use the equation <math>h=19e</math>, where <math>e</math> is the amount of money earned, <math>h</math> is the number of hours worked and 19 is the constant of proportionality.</p> <p><b>Benchmark Clarifications:</b></p> <ul style="list-style-type: none"> <li>Clarification 1: Given representations are limited to a written description, graph, table or equation.</li> <li>Clarification 2: Instruction</li> </ul> | 4                                                                                                                                            | 3                                           | 5                                                                       | 5                          |
| <p>Ample opportunities to explore and practice translating proportional representations into written descriptions, tables or equations. Converting units are embedded in this skill.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Benchmark is covered: it is dispersed throughout ratio and proportion lessons and connected to other ratio and proportion benchmarks.</p> | <p>Translate proportional relationships</p> | <p>Good variety of examples matching B1G-M Instructional Strategies</p> |                            |

14 reviewer comments, lack of any noted deficiencies, and the “ample opportunities to explore and request that the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good

|    | D | E                                                                                                                                      | F   | G                                                     | H | I | J |
|----|---|----------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------------------------------|---|---|---|
| 13 |   | Lesson 2-4 (includes problems on area, volume, and money). See the <a href="#">Try It!</a> , Example 3, and <a href="#">Item #11</a> . | N/A | Fine; wonder how addressed throughout rest of course. |   |   |   |
| 14 |   |                                                                                                                                        | N/A |                                                       |   |   |   |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | B   |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 15 | <p><b>MA.7.DP.2.4</b> Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.</p> <p>Clarification 1: Instruction includes representing probability as a fraction, percentage or decimal.</p> <p>Clarification 2: Instruction includes recognizing that experimental probabilities may differ from theoretical probabilities due to random variation. As the number of repetition increases experimental probabilities will typically better approximate the theoretical probabilities.</p> <p>Clarification 3: Experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner.</p> | N/A |
| 16 | <p><b>MA.7.GR.1.1</b> Apply formulas to find the areas of trapezoids, parallelograms and rhombi.</p> <p>Clarification 1: Instruction focuses on the connection from the areas of trapezoids, parallelograms and rhombi to the areas of rectangles or triangles.</p> <p>Clarification 2: Within this benchmark, the expectation is not to memorize area formulas for trapezoids, parallelograms and rhombi.</p>                                                                                                                                                                                                                                                                                                                                           | N/A |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>includes equations of proportional relationships in the form of <math>y=px</math>, where <math>p</math> is the constant of proportionality.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>1</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>MA.7.DP.2.4</b> Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.</p> <p><u>Clarification 1:</u> Instruction includes representing probability as a fraction, percentage or decimal.</p> <p><u>Clarification 2:</u> Instruction includes recognizing that experimental probabilities may differ from theoretical probabilities due to random variation. As the number of repetition increases experimental probabilities will typically better approximate the theoretical probabilities.</p> <p><u>Clarification 3:</u> Experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner</p> | <p>3</p> <p>4</p> <p>5</p> <p>5</p> <p>3. Pitts comments that the “instruction does a good job of explaining how to compare and “taught well.” Ms. Champion mentions that one aspect of one clarification (“random all aspects of the benchmark and its clarifications are addressed, we request that the score of 3 be</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>MA.7.GR.1.1</b> Apply formulas to find the areas of trapezoids, parallelograms and rhombi.</p> <p><u>Clarification 1:</u> Instruction focuses on the connection from the areas of trapezoids, parallelograms and rhombi to the areas of rectangles or triangles.</p> <p><u>Clarification 2:</u> Within this benchmark, the expectation is not to memorize area formulas for trapezoids, parallelograms and rhombi.</p>                                                                                                                                                                                                                                                                                                                                                 | <p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pitts) 3</p> <p>Grade 6 Accelerated Review 4</p> <p>Grade 6 Accelerated Review 4</p> <p>Connects the area of rhombi, parallelograms, and trapezoids to that of rectangles and squares.</p> <p>Formulas are derived from previously learned formulas; there could be some confusion with the trapezoid formula because it is derived from a parallelogram in one part of the lesson, but then decomposed into a rectangle and two triangles in another part of</p> <p>The highlighted lessons align completely to the benchmark, however, I would have liked to see additional practice problems for this benchmark.</p> <p>This standard is taught well</p> <p>hat the content “aligns completely” and another adding that it is “taught well.” Ms. Pitts ea formulas, but this is, in fact, the point of Clarification 1. This connection to the areas of t enVision Florida B.E.S.T. Mathematics Grade 7 fully aligns to the expectations of this Alignment) or 5 (Very Good Alignment).</p> |

|    | D                                                          | E | F   | G    | H | I | J |
|----|------------------------------------------------------------|---|-----|------|---|---|---|
| 15 | <a href="#">Example of Clarification 2 (see Example 2)</a> |   | N/A | Okay |   |   |   |
| 16 |                                                            |   | N/A |      |   |   |   |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | B   |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 17 | <p><b>MA.7.GR.1.2</b> Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.</p> <p><u>Clarification 1:</u> Within this benchmark, the expectation is not to find areas of figures on the coordinate plane or to find missing dimensions.</p>                                                                                                                                                                                     | N/A |
| 18 | <p><b>MA.7.GR.2.2</b> Solve real-world problems involving surface area of right circular cylinders.</p> <p><u>Clarification 1:</u> Within this benchmark, the expectation is not to memorize the surface area formula for a right circular cylinder or to find radius as a missing dimension.</p> <p><u>Clarification 2:</u> Solutions may be represented in terms of pi (<math>\pi</math>) or approximately.</p>                                                                                                              | N/A |
| 19 | <p><b>MA.7.NSO.1.1</b> Know and apply the Laws of Exponents to evaluate numerical expressions, and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.</p> <p><u>Clarification 1:</u> Instruction focuses on building the Laws of Exponents from specific examples. Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents.</p> <p><u>Clarification 2:</u> Problems in the form <math>a^m \cdot a^n = a^p</math> must result in a whole-number value for p.</p> | N/A |
| 20 | <p><b>MA.7.NSO.2.1</b> Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.</p> <p><u>Clarification 1:</u> Multi-step expressions are limited to 6 or fewer steps.</p>                                                                                                                                                                                                                                                | N/A |





|    | D                                                             | E                                                                       | F   | G                                                                 | H | I | J |
|----|---------------------------------------------------------------|-------------------------------------------------------------------------|-----|-------------------------------------------------------------------|---|---|---|
| 17 | <a href="#">Example of Real World Problem (see Example 2)</a> | <a href="#">Examples of Real World Problems (see Items #10 and #12)</a> | N/A | Instruction should allow for student flexibility in decomposition |   |   |   |
| 18 |                                                               |                                                                         | N/A |                                                                   |   |   |   |
| 19 |                                                               |                                                                         | N/A |                                                                   |   |   |   |
| 20 |                                                               |                                                                         | N/A |                                                                   |   |   |   |

|    | A                                                                                                                                                                                             | B   |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|    | <b>MA.7.NSO.2.3</b> Solve real-world problems involving any of the four operations with rational numbers.                                                                                     | N/A |
| 21 | Clarification 1: Instruction includes using one or more operations to solve problems.<br><b>MA.K12.MTR.1.1</b> Actively participate in effortful learning both individually and collectively. | N/A |
| 22 | (continued)                                                                                                                                                                                   |     |
| 23 |                                                                                                                                                                                               |     |
| 24 | <b>MA.K12.MTR.2.1</b> Demonstrate understanding by representing problems in multiple ways.                                                                                                    | N/A |
| 25 | <b>MA.K12.MTR.4.1</b> Engage in discussions that reflect on the mathematical thinking of self and others.                                                                                     | N/A |
| 26 | <b>MA.K12.MTR.6.1</b> Assess the reasonableness of solutions.                                                                                                                                 | N/A |
| 27 | <b>MA.K12.MTR.7.1</b> Apply mathematics to real-world contexts.                                                                                                                               | N/A |
| 28 |                                                                                                                                                                                               |     |
| 29 |                                                                                                                                                                                               |     |
| 30 |                                                                                                                                                                                               |     |
| 31 |                                                                                                                                                                                               |     |
| 32 |                                                                                                                                                                                               |     |
| 33 |                                                                                                                                                                                               |     |
| 34 |                                                                                                                                                                                               |     |
| 35 |                                                                                                                                                                                               |     |
| 36 |                                                                                                                                                                                               |     |



|    | D                                                                                                   | E                                                             | F   | G    | H | I | J |
|----|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-----|------|---|---|---|
| 21 | Examples of Real World Problems (see Examples 1 and 2)                                              | Examples of Real World Problems (see items #12, #13, and #14) | N/A | Fine |   |   |   |
| 22 | Example of Exploratory Activity That Occurs in Every Lesson                                         |                                                               | N/A | Fine |   |   |   |
| 23 | Math Thinking and Reasoning Handbook (Student)                                                      | Math Thinking and Reasoning Handbook (Teacher)                | N/A | Fine |   |   |   |
| 24 |                                                                                                     |                                                               | N/A |      |   |   |   |
| 25 | Lesson 2-1 Example (see Thinking and Reasoning, Convince Mel, Do You Understand?, Do You Know How?) |                                                               | N/A |      |   |   |   |
| 26 | Examples of Check for Reasonableness (see pages 11, 15, and 16)                                     |                                                               | N/A |      |   |   |   |
| 27 | Examples of Real World Contexts                                                                     | Examples of Real World Contexts                               | N/A | Fine |   |   |   |
| 28 |                                                                                                     |                                                               |     |      |   |   |   |
| 29 |                                                                                                     |                                                               |     |      |   |   |   |
| 30 |                                                                                                     |                                                               |     |      |   |   |   |
| 31 |                                                                                                     |                                                               |     |      |   |   |   |
| 32 |                                                                                                     |                                                               |     |      |   |   |   |
| 33 |                                                                                                     |                                                               |     |      |   |   |   |
| 34 |                                                                                                     |                                                               |     |      |   |   |   |
| 35 |                                                                                                     |                                                               |     |      |   |   |   |
| 36 |                                                                                                     |                                                               |     |      |   |   |   |

**Sent:** Tuesday, May 03, 2022 9:47 AM EDT

**To:** rachel.scanga@savvas.com <rachel.scanga@savvas.com>

**CC:** Hamilton, Lauren; Seeds, Cathy; Rivers1, Angelia

**Subject:** RE: Savvas Learning Company Grade 7 appeal

**Attachment(s):** "Copy of Savvas Grade 7 - Publisher Appeal 4.26.22 (1).xlsx", "image003.png", "image004.png"

Hi Rachel,

Our math specialists have been reviewing at your appeal spreadsheet and have a request. Can you please provide direct links to the materials, even if you aren't changing anything, so that they can view the alignment along with your justification?

I've attached the spreadsheet and have highlighted (in blue) the areas where links are needed. If it isn't highlighted, the evidence that you provided is sufficient to see the alignment.

Let me know if you have questions.

Thank you!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>

**Sent:** Thursday, April 28, 2022 8:09 AM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>

**Subject:** FW: Savvas Learning Company Grade 7 appeal

Cathy Seeds

Director, Library Media & Instructional Materials  
Bureau of Standards & Instructional Support  
Florida Department of Education

DOE Logo

**From:** Rachel Powers-Scanga <[rachel.scanga@savvas.com](mailto:rachel.scanga@savvas.com)>

**Sent:** Wednesday, April 27, 2022 9:28 AM

**To:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Andy Yoo <[andy.yoo@savvas.com](mailto:andy.yoo@savvas.com)>; Kevin Schutz <[kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com)>; mdaughton@mmd-lawfirm.com; Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>; Heather Boyd <[heather.boyd@savvas.com](mailto:heather.boyd@savvas.com)>; Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; James Lippe <[james.lippe@savvas.com](mailto:james.lippe@savvas.com)>

**Subject:** Savvas Learning Company Grade 7 appeal

Please accept this correspondence and subsequent attachments as a response to and formal appeal of the instructional materials adoption recommendation for Savvas Learning Company.

We request a quick review of our appeal and immediate placement of our grade 7 FL enVision B.E.S.T. Mathematics on the state adopted instructional materials list.

Thank you,  
Rachel

|   | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | B                                        |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                          |
| 2 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                          |
| 3 | Standard Below 3<br>(if applicable)                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Special Topic Concern<br>(If applicable) |
| 4 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                          |
| 5 | <p><b>MA.7.AR.1.2</b> Determine whether two linear expressions are equivalent</p> <p><u>Clarifications</u></p> <ul style="list-style-type: none"> <li>• Clarification 1: Instruction includes using properties of operations accurately and efficiently.</li> <li>• Clarification 2: Instruction includes linear expressions in any form with rational coefficients.</li> <li>• Clarification 3: Refer to Properties of Operations, Equality and Inequality (Appendix D).</li> </ul> | N/A                                      |
| 6 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                          |

COURSE Grade Seven Mathematics

BID 390

Publisher (Savvas) Comments

**Publisher Summary:**  
*enVision Florida B.E.S.T. Mathematics, Grade 7* was written specifically to align with Florida’s B.E.S.T. Standards for Mathematics, including the Mathematical Thinking and Reasoning (MTR) Standards. We believe that these materials fully address the required standards and benchmarks and meet all required specifications for adoption. Both of the state’s reviewers agreed, and recommended this product for adoption. However, the state has not recommended the product for adoption citing a state-specific standards score that did not meet the numerical threshold for adoption. In this response, we intend to show that several of the scores should be raised and that *enVision Florida B.E.S.T. Mathematics, Grade 7* should be approved for adoption.

**Part 1 - Inconsistency of Reviews**  
 We believe that the reviews for Grade 7 were inconsistent both with the overall review process and with other reviews. While most reviewers worked on a 5-point scale, the Grade 7 reviewers issued only three 5-point ratings (Very Good Alignment) for the Mathematical Thinking and Reasoning Standards and the ELA Standards, and zero 5-point ratings for any Mathematics Benchmarks, even when their comments are entirely positive and/or include no noted deficiencies. When compared to the reviews of other Savvas mathematics courses for Grades 6-8, there is an obvious anomaly. *All enVision Mathematics Florida B.E.S.T.* courses were created by the same team of authors, editors, and consultants, and follow the same pedagogy and lesson format.

| Savvas Program      | Number of 5-Point Ratings for Standards Benchmarks (by both reviewers) | Percentage of 5-Point Ratings for Standards Benchmarks |
|---------------------|------------------------------------------------------------------------|--------------------------------------------------------|
| <b>Grade 7</b>      | <b>3</b>                                                               | <b>3%</b>                                              |
| Grade 6             | 93                                                                     | 85%                                                    |
| Grade 8 Pre-Algebra | 85                                                                     | 77%                                                    |
| Accelerated Grade 6 | 107                                                                    | 75%                                                    |
| Accelerated Grade 7 | 141                                                                    | 99%                                                    |

below. Procedures and creates an enormous discrepancy with other reviews. In addition, the lack of meeting the required threshold of an average rating of 4 nearly impossible. Accelerated Grades, and yet, the Grade 7 ratings are consistently lower than those not warrant the discrepancy in ratings. Examples of these discrepancies are provided

| Benchmark                                                                  | Grade 7 Reviewer 1 (Champion) | Grade 7 Reviewer 2 (Pitts) | Grade 6 Accelerated Reviewer 1 | Grade 6 Accelerated Reviewer 2 |
|----------------------------------------------------------------------------|-------------------------------|----------------------------|--------------------------------|--------------------------------|
| <b>MA.7.AR.1.2</b> Determine whether two linear expressions are equivalent | 4                             | 4                          | 5                              | 5                              |

**Clarifications**  
*Clarification 1:* Instruction includes using properties of operations accurately and efficiently.  
*Clarification 2:* Instruction includes linear expressions in any form with rational coefficients.

Students combine like terms, expand, and use the properties of operations to create and

Benchmark clarifications are addressed

Lessons highlighted here cover the benchmark and provide ample opportunity for students to

This standard is taught well

Very Good Alignment) while both Grade 6 Accelerated reviewers rated alignment of the



|   | D                       | E                               | F | G   | H | I | J                                                                                                                | K |
|---|-------------------------|---------------------------------|---|-----|---|---|------------------------------------------------------------------------------------------------------------------|---|
| 1 |                         |                                 |   |     |   |   | <b>Reviewer Evaluation Scale:</b><br>5- Very Good<br>4- Good<br>3- Fair<br>2- Poor<br>1 - Very Poor/No Alignment |   |
| 2 |                         |                                 |   |     |   |   |                                                                                                                  |   |
| 3 | Savvas Link to Evidence | Link to correction in materials |   |     |   |   |                                                                                                                  |   |
| 4 |                         |                                 |   |     |   |   |                                                                                                                  |   |
| 5 |                         |                                 |   |     |   |   |                                                                                                                  |   |
| 6 |                         |                                 |   | N/A |   |   |                                                                                                                  |   |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | B   |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|    | <p><b>MA.7.AR.2.2</b> Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.</p> <p><u>Clarifications</u></p> <ul style="list-style-type: none"> <li>Clarification 1: Instruction focuses the application of the properties of equality. Refer to Properties of Operations, Equality and Inequality (Appendix D).</li> <li>Clarification 2: Instruction includes equations in the forms <math>px \pm q = r</math> and <math>p(x \pm q) = r</math>, where p, q and r are specific rational numbers.</li> <li>Clarification 3: Problems include linear equations where the variable may be on either side of the equal sign.</li> </ul> | N/A |
| 7  | <p><b>MA.7.AR.3.1</b> Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.</p> <p><u>Clarifications</u></p> <ul style="list-style-type: none"> <li>Clarification 1: Instruction includes discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error.</li> </ul>                                                                                                                                                                                                                                                                                                                                                   | N/A |
| 8  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |
| 9  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |
| 10 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Clarification 3: Refer to Properties of Operations, Equality and Inequality (Appendix D).</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Identity equivalent expressions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>practice.</p>                    | <p>C</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>MA.7.AR.2.2</b> Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.</p> <p><b>Clarifications</b><br/> Clarification 1: Instruction focuses the application of the properties of equality. Refer to Properties of Operations, Equality and Inequality (Appendix D).<br/> Clarification 2: Instruction includes equations in the forms <math>px+q=r</math> and <math>p(x+q)=r</math>, where <math>p</math>, <math>q</math> and <math>r</math> are specific rational numbers.<br/> Clarification 3: Problems include linear equations where the variable may be on either side of</p> | <p>4</p> <p>4</p> <p>5</p> <p>5</p> <p>Excellent alignment with the instructional models from the B1G-M.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>4</p> <p>4</p> <p>5</p> <p>5</p> | <p>Presenting one and two step equations with real-world context. Required forms of equations are used.</p> <p>Splitting writing and solving equations into two lessons is a good idea</p> <p>Lessons highlighted align to benchmark. I liked how students were given ample opportunities to learn and practice using the properties of equality prior to being expected to solve equations.</p>                                                                                  |
| <p><b>MA.7.AR.3.1</b> Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.</p> <p><b>Clarifications</b><br/> Clarification 1: Instruction includes discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error.</p>                                                                                                                                                                                                                                                                                                                                                      | <p>Grade 7 Reviewer 1 (Champion)</p> <p>Grade 7 Reviewer 2 (Pitts)</p> <p>Grade 6 Accelerated Reviewer 1</p> <p>Grade 6 Accelerated Reviewer 2</p> <p>4</p> <p>4</p> <p>5</p> <p>5</p> <p>Covers all percent examples defined in the clarifications. All presented in real world problems and are relatable to the audience.</p> <p>Real world problems are given to practice percent (also relatable, such as percent of phone battery).</p> <p>Very good alignment. I really like how the distinction is made between a ratio and a fraction, even though they are both written in the same format.</p> <p>This standard is taught well</p> | <p>4</p> <p>4</p> <p>5</p> <p>5</p> | <p>Good Alignment) without any indication of why the content was not rated a 5 (Very Good Alignment) as the Accelerated 6 reviewers did.</p> <p>’s review confirms that all requirements of the clarifications were met. Neither Grade 7</p> <p>ood Alignment) without any indication of why the content was not rated a 5 (Very Good Alignment) as the Accelerated 6 reviewers did.</p> <p>between the scores in the Grade 7 review and other similar reviews (including the</p> |
| <p><b>Part 2 - Benchmark-Specific Responses</b><br/> In specific cases, we believe the reviewers also missed content or made some judgments in their ratings that were pedagogical or related to preference of implementation, rather than focused strictly on the question of whether the standard was effectively addressed in the course. Specific examples are provided below.</p>                                                                                                                                                                                                                                                                                     | <p>9</p> <p>10</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>9</p> <p>10</p>                  | <p>9</p> <p>10</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|    |   |   |     |   |   |   |   |   |
|----|---|---|-----|---|---|---|---|---|
|    | D | E | F   | G | H | I | J | K |
| 7  |   |   | N/A |   |   |   |   |   |
| 8  |   |   | N/A |   |   |   |   |   |
| 9  |   |   |     |   |   |   |   |   |
| 10 |   |   |     |   |   |   |   |   |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | B   |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 11 | <p><b>MA.7.AR.2.1</b> Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.</p> <p><u>Benchmark Clarifications:</u></p> <ul style="list-style-type: none"> <li>• Clarification 1: Instruction focuses on the properties of inequality. Refer to Properties of Operations, Equality and Inequality (Appendix D).</li> <li>• Clarification 2: Instruction includes inequalities in the forms <math>px &gt; q</math>; <math>xp &gt; q</math>; <math>x \pm p &gt; q</math> and <math>p \pm x &gt; q</math>, where <math>p</math> and <math>q</math> are specific rational numbers and any inequality symbol can be represented.</li> <li>• Clarification 3: Problems include inequalities where the variable may be on either side of the inequality symbol.</li> </ul> | N/A |
| 12 | <p><b>MA.7.AR.3.2</b> Apply previous understanding of ratios to solve real-world problems involving proportions.</p> <p><u>Example:</u> Scott is mowing lawns to earn money to buy a new gaming system and knows he needs to mow 35 lawns to earn enough money. If he can mow 4 lawns in 3 hours and 45 minutes, how long will it take him to mow 35 lawns? Assume that he can mow each lawn in the same amount of time.</p> <p><u>Example:</u> Ashley normally runs 10-kilometer races which is about 6.2 miles. She wants to start training for a half-marathon which is 13.1 miles. How many kilometers will she run in the half-marathon? How does that compare to her normal 10K race distance?</p>                                                                                                                                                | N/A |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | (Champion)                                                                                                                                  | (Pitts)                                                                                                                             | Reviewer 1                                             | Reviewer 2                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------|
| <p><b>MA.7.AR.2.1</b> Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.</p> <p><b>Benchmark Clarifications:</b><br/>                     Clarification 1: Instruction focuses on the properties of inequality. Refer to Properties of Operations, Equality and Inequality (Appendix D).<br/>                     Clarification 2: Instruction includes inequalities in the forms <math>px &gt; q</math>, <math>x &gt; p</math>; <math>x &lt; p</math> and <math>px &lt; q</math>, where <math>p</math> and <math>q</math> are specific rational numbers and any inequality symbol can be represented.<br/>                     Clarification 3: Problems include inequalities where the variable may be on either side of the inequality symbol.</p> | <p>Presents one and two step inequalities. They are represented algebraically and graphically. Required forms of inequalities are used.</p> | <p>Benchmark is covered, more examples of solving different types of inequalities (relating them back to equations) are needed.</p> | <p>The highlighted lessons align to the benchmark.</p> | <p>This standard is taught well</p> |

s are included. Lesson 5-3 Solve Inequalities Using Addition or Subtraction (pp. 271–276) with inequalities on either side of the inequality symbol. Similarly, Lesson 5-4 Solve Inequalities on Either Side of the Inequality Symbol (pp. 277–280) includes all four inequality symbols and problems with inequalities on either side of the inequality symbol. Additional instruction and practice opportunities can be found in the Topic Review (pp. 289–290).

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |   |   |   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| <p><b>MA.7.AR.3.2</b> Apply previous understanding of ratios to solve real-world problems involving proportions.</p> <p><b>Example:</b> Scott is mowing lawns to earn money to buy a new gaming system and knows he needs to mow 35 lawns to earn enough money. If he can mow 4 lawns in 3 hours and 45 minutes, how long will it take him to mow 35 lawns? Assume that he can mow each lawn in the same amount of time.</p> <p><b>Example:</b> Ashley normally runs 10-kilometer races which is about 6.2 miles. She wants to start training for a half-marathon which is 13.1 miles. How many kilometers will she run in the half-marathon? How does that compare to her normal 10K race distance?</p> | 4 | 3 | 3 | 5 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|

As Ms. Pitts commented, this benchmark is covered, and all examples of solving different types of inequalities required by the Benchmark Clarifications are included. Therefore, we request that the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).

The highlighted lessons only expose students to using proportions to solve real-world problems involving percentages. I would think there should be questionings involving proportions that do not pertain to percentages.

-4, and 3-5. Two reviewers suggest that the course does not address non-percent problems (see link in Column D) in which students apply proportions to solve a wide variety of problems (see link in Column E).

at the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).

|    | D                                                                         | E                            | F   | G | H | I | J | K |
|----|---------------------------------------------------------------------------|------------------------------|-----|---|---|---|---|---|
| 11 |                                                                           |                              | N/A |   |   |   |   |   |
| 12 | <a href="#">Lesson 2-5 Apply Proportional Reasoning To Solve Problems</a> | <a href="#">Topic Review</a> | N/A |   |   |   |   |   |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | B   |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 13 | <p><b>MA.7.AR.3.3</b> Solve mathematical and real-world problems involving the conversion of units across different measurement systems.</p> <p>Clarification 1: Problem types are limited to length, area, weight, mass, volume and money.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | N/A |
| 14 | <p><b>MA.7.AR.4.4</b> Given any representation of a proportional relationship, translate the representation to a written description, table or equation.</p> <p>Example: The written description, there are 60 minutes in 1 hour, can be represented as the equation <math>m=60h</math>.</p> <p>Example: Gina works as a babysitter and earns \$9 per hour. She would like to earn \$100 to buy a new tennis racket. Gina wants to know how many hours she needs to work. She can use the equation <math>h=19e</math>, where <math>e</math> is the amount of money earned, <math>h</math> is the number of hours worked and 19 is the constant of proportionality.</p> <p>Benchmark Clarifications:<br/> Clarification 1: Given representations are limited to a written description, graph, table or equation.<br/> Clarification 2: Instruction includes equations of proportional relationships in the form of <math>y=px</math>, where <math>p</math> is the constant of proportionality.</p> | N/A |



| Benchmark                                                                                                                                                                                                                                              | Grade 7 Reviewer 1 (Champion)                                                  | Grade 7 Reviewer 2 (Pitts) | Grade 7 Accelerated Review                                | Grade 7 Accelerated Review |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------|-----------------------------------------------------------|----------------------------|
| <p><b>MA.7.AR.3.3</b> Solve mathematical and real-world problems involving the conversion of units across different measurement systems.</p> <p><u>Clarification 1:</u> Problem types are limited to length, area, weight, mass, volume and money.</p> | 2                                                                              | 4                          | 5                                                         | 5                          |
| <p>Concept related to proportional relationships -only lengths and weight, and mass are used. Area, volume and money are left out. A few pages address capacity which is not in the clarifications.</p>                                                | <p>Benchmark is covered well and is connected to previously learned skill.</p> | <p>Metric conversions</p>  | <p>Really good discourse supports embedded in the TE.</p> |                            |

13 request that the score of 2 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).

all comments are positive, including notes that this benchmark is “covered well” and notified in the clarification—area, volume, and money—are “left out;” however, all of these

is well as the very positive overall reviewer scores regarding alignment to the Benchmark, we

| Benchmark                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Grade 7 Reviewer 1 (Champion)                                                                                                                | Grade 7 Reviewer 2 (Pitts)                  | Grade 7 Accelerated Review                                              | Grade 7 Accelerated Review |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|-------------------------------------------------------------------------|----------------------------|
| <p><b>MA.7.AR.4.4</b> Given any representation of a proportional relationship, translate the representation to a written description, table or equation.</p> <p><u>Example:</u> The written description, there are 60 minutes in 1 hour, can be represented as the equation <math>m=60h</math>.</p> <p><u>Example:</u> Gina works as a babysitter and earns \$9 per hour. She would like to earn \$100 to buy a new tennis racket. Gina wants to know how many hours she needs to work. She can use the equation <math>h=19e</math>, where <math>e</math> is the amount of money earned, <math>h</math> is the number of hours worked and 19 is the constant of proportionality.</p> <p><b>Benchmark Clarifications:</b></p> <ul style="list-style-type: none"> <li>Clarification 1: Given representations are limited to a written description, graph, table or equation.</li> <li>Clarification 2: Instruction</li> </ul> | 4                                                                                                                                            | 3                                           | 5                                                                       | 5                          |
| <p>Ample opportunities to explore and practice translating proportional representations into written descriptions, tables or equations. Converting units are embedded in this skill.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Benchmark is covered: it is dispersed throughout ratio and proportion lessons and connected to other ratio and proportion benchmarks.</p> | <p>Translate proportional relationships</p> | <p>Good variety of examples matching B1G-M Instructional Strategies</p> |                            |

14 reviewer comments, lack of any noted deficiencies, and the “ample opportunities to explore and request that the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good

|    | D | E                                                                                                                                      | F   | G | H | I | J | K |
|----|---|----------------------------------------------------------------------------------------------------------------------------------------|-----|---|---|---|---|---|
| 13 |   | Lesson 2-4 (includes problems on area, volume, and money). See the <a href="#">Try It!</a> , Example 3, and <a href="#">Item #11</a> . | N/A |   |   |   |   |   |
| 14 |   |                                                                                                                                        | N/A |   |   |   |   |   |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | B   |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 15 | <p><b>MA.7.DP.2.4</b> Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.</p> <p>Clarification 1: Instruction includes representing probability as a fraction, percentage or decimal.</p> <p>Clarification 2: Instruction includes recognizing that experimental probabilities may differ from theoretical probabilities due to random variation. As the number of repetition increases experimental probabilities will typically better approximate the theoretical probabilities.</p> <p>Clarification 3: Experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner.</p> | N/A |
| 16 | <p><b>MA.7.GR.1.1</b> Apply formulas to find the areas of trapezoids, parallelograms and rhombi.</p> <p>Clarification 1: Instruction focuses on the connection from the areas of trapezoids, parallelograms and rhombi to the areas of rectangles or triangles.</p> <p>Clarification 2: Within this benchmark, the expectation is not to memorize area formulas for trapezoids, parallelograms and rhombi.</p>                                                                                                                                                                                                                                                                                                                                           | N/A |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>includes equations of proportional relationships in the form of <math>y=px</math>, where <math>p</math> is the constant of proportionality.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>1</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>MA.7.DP.2.4</b> Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.</p> <p><u>Clarification 1:</u> Instruction includes representing probability as a fraction, percentage or decimal.</p> <p><u>Clarification 2:</u> Instruction includes recognizing that experimental probabilities may differ from theoretical probabilities due to random variation. As the number of repetition increases experimental probabilities will typically better approximate the theoretical probabilities.</p> <p><u>Clarification 3:</u> Experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner</p> | <p>3</p> <p>4</p> <p>5</p> <p>5</p> <p>3. Pitts comments that the “instruction does a good job of explaining how to compare and “taught well.” Ms. Champion mentions that one aspect of one clarification (“random all aspects of the benchmark and its clarifications are addressed, we request that the score of 3 be</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>MA.7.GR.1.1</b> Apply formulas to find the areas of trapezoids, parallelograms and rhombi.</p> <p><u>Clarification 1:</u> Instruction focuses on the connection from the areas of trapezoids, parallelograms and rhombi to the areas of rectangles or triangles.</p> <p><u>Clarification 2:</u> Within this benchmark, the expectation is not to memorize area formulas for trapezoids, parallelograms and rhombi.</p>                                                                                                                                                                                                                                                                                                                                                 | <p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pitts) 3</p> <p>Grade 6 Accelerated Review 4</p> <p>Grade 6 Accelerated Review 4</p> <p>Connects the area of rhombi, parallelograms, and trapezoids to that of rectangles and squares.</p> <p>Formulas are derived from previously learned formulas; there could be some confusion with the trapezoid formula because it is derived from a parallelogram in one part of the lesson, but then decomposed into a rectangle and two triangles in another part of</p> <p>The highlighted lessons align completely to the benchmark, however, I would have liked to see additional practice problems for this benchmark.</p> <p>This standard is taught well</p> <p>hat the content “aligns completely” and another adding that it is “taught well.” Ms. Pitts ea formulas, but this is, in fact, the point of Clarification 1. This connection to the areas of t enVision Florida B.E.S.T. Mathematics Grade 7 fully aligns to the expectations of this Alignment) or 5 (Very Good Alignment).</p> |

|    | D | E                                                          | F   | G | H | I | J | K |
|----|---|------------------------------------------------------------|-----|---|---|---|---|---|
| 15 |   | <a href="#">Example of Clarification 2 (see Example 2)</a> | N/A |   |   |   |   |   |
| 16 |   |                                                            | N/A |   |   |   |   |   |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | B   |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 17 | <p><b>MA.7.GR.1.2</b> Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.</p> <p><u>Clarification 1:</u> Within this benchmark, the expectation is not to find areas of figures on the coordinate plane or to find missing dimensions.</p>                                                                                                                                                                                     | N/A |
| 18 | <p><b>MA.7.GR.2.2</b> Solve real-world problems involving surface area of right circular cylinders.</p> <p><u>Clarification 1:</u> Within this benchmark, the expectation is not to memorize the surface area formula for a right circular cylinder or to find radius as a missing dimension.</p> <p><u>Clarification 2:</u> Solutions may be represented in terms of pi (<math>\pi</math>) or approximately.</p>                                                                                                              | N/A |
| 19 | <p><b>MA.7.NSO.1.1</b> Know and apply the Laws of Exponents to evaluate numerical expressions, and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.</p> <p><u>Clarification 1:</u> Instruction focuses on building the Laws of Exponents from specific examples. Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents.</p> <p><u>Clarification 2:</u> Problems in the form <math>a^m \cdot a^n = a^p</math> must result in a whole-number value for p.</p> | N/A |
| 20 | <p><b>MA.7.NSO.2.1</b> Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.</p> <p><u>Clarification 1:</u> Multi-step expressions are limited to 6 or fewer steps.</p>                                                                                                                                                                                                                                                | N/A |

the lesson.

| Benchmark                                                                                                                                                                                                                                                                                                                           | Reviewer 1 (Champion)                                                                                                                 | Reviewer 2 (Pitts)                                                                                                                                               | Accelerated Review                  | Accelerated Review |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------|
| <p><b>MA.7.GR.1.2</b> Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.</p> <p>Clarification 1: Within this benchmark, the expectation is not to find areas of figures on the coordinate plane or to find missing dimensions.</p> | 3                                                                                                                                     | 3                                                                                                                                                                | 4                                   | 5                  |
| <p>Students are expected to find the area of composite figures; however, few real work problems are presented.</p>                                                                                                                                                                                                                  | <p>I feel that the lesson needs to start off with less complex figures, then move into more complex as students feel comfortable.</p> | <p>The large majority of problems included in this lesson are mathematical rather than real-world. I would have liked to see a more even balance of the two.</p> | <p>This standard is taught well</p> |                    |

17 or 5 (Very Good Alignment).

| Benchmark                                                                                               | Grade 7 Reviewer 1 (Champion)                      | Grade 7 Reviewer 2 (Pitts) | Grade 7 Accelerated Review            | Grade 7 Accelerated Review |
|---------------------------------------------------------------------------------------------------------|----------------------------------------------------|----------------------------|---------------------------------------|----------------------------|
| <p><b>MA.7.GR.2.2</b> Solve real-world problems involving surface area of right circular cylinders.</p> | 4                                                  | 3                          | 5                                     | 5                          |
| <p>Real world problems are used.</p>                                                                    | <p>The examples given use real world problems;</p> | <p>SA cylinders</p>        | <p>Good problem set of real world</p> |                            |

states that the examples given use real world problems, Ms. Champion agrees, and a Grade 7 application. Ms. Pitts expresses a desire “for more practice problems,” but this is a the full *enVision Florida B.E.S.T. Mathematics Grade 7* course provides numerous additional *enVision Florida B.E.S.T. Mathematics Grade 7* fully aligns to the expectations of this (ment) or 5 (Very Good Alignment).

| Benchmark                                                                                                                                                                                                     | Grade 7 Reviewer 1 (Champion)                                                              | Grade 7 Reviewer 2 (Pitts) | Grade 7 Accelerated Review                                  | Grade 7 Accelerated Review |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------|-------------------------------------------------------------|----------------------------|
| <p><b>MA.7.NSO.1.1</b> Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.</p> | 4                                                                                          | 3                          | 5                                                           | 5                          |
| <p>Provides lots of opportunities to apply the laws of exponents</p>                                                                                                                                          | <p>Instruction focuses on building the laws, I feel that the laws should be spread out</p> | <p>law of exponents</p>    | <p>Good integration of error analysis into the lessons.</p> |                            |

ent or coverage of this Benchmark. The content of *enVision B.E.S.T. Florida Mathematics* and therefore, we request that the score of 3 be reconsidered and improved to a 4 (Good

| Benchmark                                                                                        | Grade 7 Reviewer 1 (Champion) | Grade 7 Reviewer 2 (Pitts) | Grade 6 Accelerated Review | Grade 6 Accelerated Review |
|--------------------------------------------------------------------------------------------------|-------------------------------|----------------------------|----------------------------|----------------------------|
| <p><b>MA.7.NSO.2.1</b> Solve mathematical problems using multi-step order of operations with</p> | 3                             | 3                          | 4                          | 5                          |

problems include grouping symbols, whole number exponents, and absolute value as requiredifications. stify a rating of 3. Ms. Pitts expresses a preference for additional extension; these *Mathematics Grade 7* fully aligns to the expectations of this Benchmark and we request that

|    | D                                                             | E                                                                       | F   | G | H | I | J | K |
|----|---------------------------------------------------------------|-------------------------------------------------------------------------|-----|---|---|---|---|---|
| 17 | <a href="#">Example of Real World Problem (see Example 2)</a> | <a href="#">Examples of Real World Problems (see Items #10 and #12)</a> | N/A |   |   |   |   |   |
| 18 |                                                               |                                                                         | N/A |   |   |   |   |   |
| 19 |                                                               |                                                                         | N/A |   |   |   |   |   |
| 20 |                                                               |                                                                         | N/A |   |   |   |   |   |



|    | A                                                                                                                                                                                             | B   |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|    | <b>MA.7.NSO.2.3</b> Solve real-world problems involving any of the four operations with rational numbers.                                                                                     | N/A |
| 21 | Clarification 1: Instruction includes using one or more operations to solve problems.<br><b>MA.K12.MTR.1.1</b> Actively participate in effortful learning both individually and collectively. | N/A |
| 22 | (continued)                                                                                                                                                                                   |     |
| 23 |                                                                                                                                                                                               |     |
| 24 | <b>MA.K12.MTR.2.1</b> Demonstrate understanding by representing problems in multiple ways.                                                                                                    | N/A |
| 25 | <b>MA.K12.MTR.4.1</b> Engage in discussions that reflect on the mathematical thinking of self and others.                                                                                     | N/A |
| 26 | <b>MA.K12.MTR.6.1</b> Assess the reasonableness of solutions.                                                                                                                                 | N/A |
| 27 | <b>MA.K12.MTR.7.1</b> Apply mathematics to real-world contexts.                                                                                                                               | N/A |
| 28 |                                                                                                                                                                                               |     |
| 29 |                                                                                                                                                                                               |     |
| 30 |                                                                                                                                                                                               |     |
| 31 |                                                                                                                                                                                               |     |
| 32 |                                                                                                                                                                                               |     |
| 33 |                                                                                                                                                                                               |     |
| 34 |                                                                                                                                                                                               |     |
| 35 |                                                                                                                                                                                               |     |
| 36 |                                                                                                                                                                                               |     |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 21 | <p>rational numbers including grouping symbols, whole-number exponents and absolute value.</p> <p><u>Clarification 1:</u> Multi-step expressions are limited to 6 or fewer steps.</p>                                                                                                                                                                                                                                                                                                                     | <p>Limited to 6 or fewer steps-includes grouping symbols, whole number exponents, and absolute value</p> <p>Lesson instruction and practice is covered well, although the skill needs to be extended a little further.</p> | <p>Very limited practice with absolute value and whole number exponents.</p> <p>I like how it is broken down into steps</p>                                                                                                                                                                                                                                                                                               | <p>several real-world problems” and “ample practice opportunities.” <i>(Links to examples for “more real-world and reliable word problems” does not describe a deficiency of signs to the expectations of this Benchmark and we request that the score of 3 be</i></p> <p>“strong evidence...throughout” and “many opportunities to engage;” with stating that they don’t allow “daily authentic engagement of this MTR.” However, every item. A collective, whole-class discussion follows. On a daily basis, teachers are provided robust <i>(D/E for linked examples)</i></p> <p>ion for MTR.1.1. The mathematical thinking and reasoning and behaviors students are the Handbook is provided in the Teacher’s Edition and offers teaching suggestions and 1.1. Specific behaviors of students who are demonstrating proficiency with MTR.1.1 are also iency with MTR.1.1. <i>(See Columns D/E for linked examples)</i></p> <p>on for students to engage in and teachers to encourage and help to develop the behaviors od Alignment) or 5 (Very Good Alignment).</p> <p>Or students to engage in and teachers to encourage and help to develop the behaviors r every lesson as noted by Ms. Pitts. Reviewers also note that students can provide reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).</p> <p>r students to engage in and teachers to encourage and help to develop the behaviors uss and explain their understanding. Other reviewers note “strong evidence” and are linked in Columns D/E, but similar opportunities exist in every lesson in the</p> <p>al discussions in the classroom. Considering the evidence presented and the high scores note “strong evidence...throughout,” “a lot of questions,” and “many ented more than 80 times in the student text, with additional opportunities provided to Columns D/E.</p> <p>that the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5</p> <p>. Pitts comments that the “majority of word problems presented should be reliable les and problems. A few linked examples are in Columns D/E.</p> <p>that the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5</p> <p>3.E.S.T. Standards for Mathematics, including the Mathematical Thinking and Reasoning adoption, the scores on many benchmarks are inexplicably low compared to those of rated 6 and Accelerated 7 reviewers. Those courses address the exact same benchmarks iment) ratings issued by the Grade 7 reviewers did not include any negative comments vidence and additional reviewer support for raising these ratings. We respectfully <i>E.S.T. Mathematics, Grade 7</i> to the list of adopted programs. Savvas Learning Company schools with the highest quality materials that are fully aligned with Florida’s B.E.S.T.</p> |
| 22 | <p>“every participant in” effortful learning both individually and collectively.</p>                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>3</p> <p>4</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p>                                                                                                                                                             | <p>Three Act Math in the beginning of the unit could be used to engage students. Subsequent Every lesson provides an opportunity for students to give an explanation of what they explicit Strong evidence of MTR.1.1 throughout material and also contains explicit I like that it tells the student to persevere through an academic setting Many opportunities to engage throughout all components of the lessons.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 23 | <p>Mathematical Thinking and Reasoning Standard (Champion)</p> <p>MA.K12.MTR.4.1</p> <p>Engage in discussions that reflect on the</p>                                                                                                                                                                                                                                                                                                                                                                     | <p>Grade 7 Reviewer 1 (Pitts) 3</p> <p>Grade 7 Reviewer 2 (Pitts) 5</p> <p>Grade 6 Accelerated Review 5</p> <p>Grade 7 Accelerated Review 3</p> <p>Grade 7 Accelerated Review 5</p> <p>Grade 7 Accelerated Review 5</p>    | <p>Grade 7 Accelerated Review 5</p>                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 24 | <p>Mathematical Thinking and Reasoning Standard (Champion)</p> <p>MA.K12.MTR.6.1</p> <p>Assess the</p>                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Grade 7 Reviewer 1 (Champion) 3</p> <p>Grade 7 Reviewer 2 (Pitts) 4</p> <p>Grade 6 Accelerated Review 5</p> <p>Grade 7 Accelerated Review 5</p> <p>Grade 7 Accelerated Review 5</p>                                     | <p>Grade 7 Accelerated Review 5</p>                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 25 | <p>Mathematical Thinking and Reasoning Standard (Champion)</p> <p>MA.K12.MTR.7.1</p> <p>Apply mathematics to real-world contexts.</p>                                                                                                                                                                                                                                                                                                                                                                     | <p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pitts) 3</p> <p>Grade 6 Accelerated Review 5</p> <p>Grade 7 Accelerated Review 5</p>                                                                         | <p>Grade 7 Accelerated Review 5</p>                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 26 | <p>Real world problems are used throughout, but there are areas where they are lacking.</p> <p>Majority of word problems presented should be reliable for students.</p> <p>Strong evidence of MTR.7.1 throughout material and also contains explicit instruction on MTR.7.1 on page F31 in the SE</p> <p>This standard is evident throughout the book</p> <p>students activate prior knowledge to work out new material</p> <p>Many opportunities to engage throughout all components of the lessons.</p> | <p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pitts) 3</p> <p>Grade 6 Accelerated Review 5</p> <p>Grade 7 Accelerated Review 5</p>                                                                         | <p>Grade 7 Accelerated Review 5</p>                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 27 | <p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pitts) 3</p> <p>Grade 6 Accelerated Review 5</p> <p>Grade 7 Accelerated Review 5</p>                                                                                                                                                                                                                                                                                                                                                        | <p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pitts) 3</p> <p>Grade 6 Accelerated Review 5</p> <p>Grade 7 Accelerated Review 5</p>                                                                         | <p>Grade 7 Accelerated Review 5</p>                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 28 | <p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pitts) 3</p> <p>Grade 6 Accelerated Review 5</p> <p>Grade 7 Accelerated Review 5</p>                                                                                                                                                                                                                                                                                                                                                        | <p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pitts) 3</p> <p>Grade 6 Accelerated Review 5</p> <p>Grade 7 Accelerated Review 5</p>                                                                         | <p>Grade 7 Accelerated Review 5</p>                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 29 | <p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pitts) 3</p> <p>Grade 6 Accelerated Review 5</p> <p>Grade 7 Accelerated Review 5</p>                                                                                                                                                                                                                                                                                                                                                        | <p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pitts) 3</p> <p>Grade 6 Accelerated Review 5</p> <p>Grade 7 Accelerated Review 5</p>                                                                         | <p>Grade 7 Accelerated Review 5</p>                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 30 | <p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pitts) 3</p> <p>Grade 6 Accelerated Review 5</p> <p>Grade 7 Accelerated Review 5</p>                                                                                                                                                                                                                                                                                                                                                        | <p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pitts) 3</p> <p>Grade 6 Accelerated Review 5</p> <p>Grade 7 Accelerated Review 5</p>                                                                         | <p>Grade 7 Accelerated Review 5</p>                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 31 | <p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pitts) 3</p> <p>Grade 6 Accelerated Review 5</p> <p>Grade 7 Accelerated Review 5</p>                                                                                                                                                                                                                                                                                                                                                        | <p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pitts) 3</p> <p>Grade 6 Accelerated Review 5</p> <p>Grade 7 Accelerated Review 5</p>                                                                         | <p>Grade 7 Accelerated Review 5</p>                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 32 | <p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pitts) 3</p> <p>Grade 6 Accelerated Review 5</p> <p>Grade 7 Accelerated Review 5</p>                                                                                                                                                                                                                                                                                                                                                        | <p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pitts) 3</p> <p>Grade 6 Accelerated Review 5</p> <p>Grade 7 Accelerated Review 5</p>                                                                         | <p>Grade 7 Accelerated Review 5</p>                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 33 | <p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pitts) 3</p> <p>Grade 6 Accelerated Review 5</p> <p>Grade 7 Accelerated Review 5</p>                                                                                                                                                                                                                                                                                                                                                        | <p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pitts) 3</p> <p>Grade 6 Accelerated Review 5</p> <p>Grade 7 Accelerated Review 5</p>                                                                         | <p>Grade 7 Accelerated Review 5</p>                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 34 | <p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pitts) 3</p> <p>Grade 6 Accelerated Review 5</p> <p>Grade 7 Accelerated Review 5</p>                                                                                                                                                                                                                                                                                                                                                        | <p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pitts) 3</p> <p>Grade 6 Accelerated Review 5</p> <p>Grade 7 Accelerated Review 5</p>                                                                         | <p>Grade 7 Accelerated Review 5</p>                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 35 | <p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pitts) 3</p> <p>Grade 6 Accelerated Review 5</p> <p>Grade 7 Accelerated Review 5</p>                                                                                                                                                                                                                                                                                                                                                        | <p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pitts) 3</p> <p>Grade 6 Accelerated Review 5</p> <p>Grade 7 Accelerated Review 5</p>                                                                         | <p>Grade 7 Accelerated Review 5</p>                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 36 | <p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pitts) 3</p> <p>Grade 6 Accelerated Review 5</p> <p>Grade 7 Accelerated Review 5</p>                                                                                                                                                                                                                                                                                                                                                        | <p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pitts) 3</p> <p>Grade 6 Accelerated Review 5</p> <p>Grade 7 Accelerated Review 5</p>                                                                         | <p>Grade 7 Accelerated Review 5</p>                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |



|    | D                                                                                                   | E                                                             | F   | G | H | I | J | K |
|----|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-----|---|---|---|---|---|
| 21 | Examples of Real World Problems (see Examples 1 and 2)                                              | Examples of Real World Problems (see items #12, #13, and #14) | N/A |   |   |   |   |   |
| 22 | Example of Exploratory Activity That Occurs in Every Lesson                                         |                                                               | N/A |   |   |   |   |   |
| 23 | Math Thinking and Reasoning Handbook (Student)                                                      | Math Thinking and Reasoning Handbook (Teacher)                | N/A |   |   |   |   |   |
| 24 |                                                                                                     |                                                               | N/A |   |   |   |   |   |
| 25 | Lesson 2-1 Example (see Thinking and Reasoning, Convince Mel, Do You Understand?, Do You Know How?) |                                                               | N/A |   |   |   |   |   |
| 26 | Examples of Check for Reasonableness (see pages 11, 15, and 16)                                     |                                                               | N/A |   |   |   |   |   |
| 27 | Examples of Real World Contexts                                                                     | Examples of Real World Contexts                               | N/A |   |   |   |   |   |
| 28 |                                                                                                     |                                                               |     |   |   |   |   |   |
| 29 |                                                                                                     |                                                               |     |   |   |   |   |   |
| 30 |                                                                                                     |                                                               |     |   |   |   |   |   |
| 31 |                                                                                                     |                                                               |     |   |   |   |   |   |
| 32 |                                                                                                     |                                                               |     |   |   |   |   |   |
| 33 |                                                                                                     |                                                               |     |   |   |   |   |   |
| 34 |                                                                                                     |                                                               |     |   |   |   |   |   |
| 35 |                                                                                                     |                                                               |     |   |   |   |   |   |
| 36 |                                                                                                     |                                                               |     |   |   |   |   |   |

**Sent:** Monday, May 02, 2022 1:02 PM EDT  
**To:** Starling, Courtney; Hamilton, Lauren; Duncan, Patricia  
**CC:** Harvey, Ashley; Seeds, Cathy; Rivers1, Angelia  
**Subject:** RE: Savvas Learning Company Grade 7 appeal  
**Attachment(s):** "image001.png", "image002.png", "image003.png", "image004.png"

Thanks, Courtney!

There are a few comment boxes that are missing comments. Would you mind putting in either a "fine" if you are good with what the publisher has said as far as proving their alignment for each standard in question, or some specific feedback to the publisher stating what is needed or missing with their alignment? We will use this spreadsheet when we meet with the publisher again and it will be helpful to you to have specific talking points when addressing their standard alignment with them.

I've cleaned up the spreadsheet a little and highlighted comments that we need in blue. Anything in gray does not need a comment in that column. It may be helpful to print as it is hard to see the whole spreadsheet on the screen.

Let me know if you need anything.

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Starling, Courtney <Courtney.Starling@fldoe.org>  
**Sent:** Monday, May 2, 2022 11:07 AM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Duncan, Patricia <Patricia.Duncan@fldoe.org>  
**Cc:** Harvey, Ashley <Ashley.Harvey@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Subject:** RE: Savvas Learning Company Grade 7 appeal

That would be helpful, wouldn't it? Happy Monday!

Courtney Starling  
Secondary Mathematics Specialist  
Office of STEAM  
Bureau of Standards and Instructional Support  
Florida Department of Education  
850.245.9066  
cid:3a93a98a-7611-4546-85ea-0f8eb73bedc5

Please note that Florida has a very broad public records law. Most written communications to or from state officials are public records available to the public and media upon request.

---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, May 2, 2022 10:57 AM  
**To:** Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>  
**Cc:** Harvey, Ashley <[Ashley.Harvey@fldoe.org](mailto:Ashley.Harvey@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
**Subject:** RE: Savvas Learning Company Grade 7 appeal

Hi Courtney,

I think you forgot to attach the file J

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support

Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>  
**Sent:** Monday, May 2, 2022 10:37 AM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>  
**Cc:** Harvey, Ashley <[Ashley.Harvey@fldoe.org](mailto:Ashley.Harvey@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
**Subject:** RE: Savvas Learning Company Grade 7 appeal

Hi Lauren,

Where the publisher provided links for evidence, I have added comments. Please let me know if you need anything else.

Courtney Starling  
Secondary Mathematics Specialist  
Office of STEAM  
Bureau of Standards and Instructional Support  
Florida Department of Education  
850.245.9066

cid:3a93a98a-7611-4546-85ea-0f8eb73bedc5

Please note that Florida has a very broad public records law. Most written communications to or from state officials are public records available to the public and media upon request.

---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Thursday, April 28, 2022 8:19 AM  
**To:** Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>  
**Cc:** Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>; Harvey, Ashley <[Ashley.Harvey@fldoe.org](mailto:Ashley.Harvey@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
**Subject:** FW: Savvas Learning Company Grade 7 appeal

Hi ladies,

I have attached Savvas™ appeal response for Grade 7. Please take a look and provide feedback as necessary.

Thank you for all you do!  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>  
**Sent:** Thursday, April 28, 2022 8:09 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Subject:** FW: Savvas Learning Company Grade 7 appeal

Cathy Seeds  
Director, Library Media & Instructional Materials  
Bureau of Standards & Instructional Support  
Florida Department of Education

DOE Logo



**From:** Rachel Powers-Scanga <[rachel.scanga@savvas.com](mailto:rachel.scanga@savvas.com)>

**Sent:** Wednesday, April 27, 2022 9:28 AM

**To:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Andy Yoo <[andy.yoo@savvas.com](mailto:andy.yoo@savvas.com)>; Kevin Schutz <[kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com)>; [mdaughton@mmd-lawfirm.com](mailto:mdaughton@mmd-lawfirm.com); Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>; Heather Boyd <[heather.boyd@savvas.com](mailto:heather.boyd@savvas.com)>; Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; James Lippe <[james.lippe@savvas.com](mailto:james.lippe@savvas.com)>

**Subject:** Savvas Learning Company Grade 7 appeal

Please accept this correspondence and subsequent attachments as a response to and formal appeal of the instructional materials adoption recommendation for Savvas Learning Company.

We request a quick review of our appeal and immediate placement of our grade 7 FL enVision B.E.S.T. Mathematics on the state adopted instructional materials list.

Thank you,  
Rachel

**From:** Seeds, Cathy <Cathy.Seeds@fldoe.org>  
**Sent:** Thursday, May 05, 2022 5:21 AM EDT  
**To:** Rachel Powers-Scanga  
**CC:** Baumbach, Amber; Rivers1, Angelia; Richmond, James  
**Subject:** Re: Savvas Learning Company Grade 7 appeal  
**Attachment(s):** "image003.png", "image004.png"

Thank you, Rachel. We will review and get back with you shortly.

Just wanted check with you on the appeal request for the other grade levels and bids. On our call it was indicated that the appeal would come directly from Pearson. Is that still the case? Have you all heard from them on their appeal filing?

Thank you,  
Cathy

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**From:** Rachel Powers-Scanga <rachel.scanga@savvas.com>  
**Sent:** Thursday, May 5, 2022 4:32 AM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Heidi Bruhn <heidi.bruhn@savvas.com>; Heather Boyd <heather.boyd@savvas.com>; Ben Koth <ben.koth@savvas.com>; Andy Yoo <andy.yoo@savvas.com>; Kevin Schutz <kevin.schutz@savvas.com>; mdaughton@mmd-lawfirm.com <mdaughton@mmd-lawfirm.com>; James Lippe <james.lippe@savvas.com>  
**Subject:** Re: Savvas Learning Company Grade 7 appeal

Good Morning Amber,

Attached you will find the updated spreadsheet from Savvas for grade 7 enVision B.E.S.T. Mathematics with the additional evidence of alignment that was requested.

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Please let me know if any additional information is needed.

Regards,  
Rachel

Hi Rachel,

Our math specialists have been reviewing at your appeal spreadsheet and have a request. Can you please provide direct links to the materials, even if you aren't changing anything, so that they can view the alignment along with your justification?

I've attached the spreadsheet and have highlighted (in blue) the areas where links are needed. If it isn't highlighted, the evidence that you provided is sufficient to see the alignment.

Let me know if you have questions.

Thank you!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

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**Sent:** Thursday, April 28, 2022 8:09 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
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Cathy Seeds  
Director, Library Media & Instructional Materials  
Bureau of Standards & Instructional Support

DOE Logo



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We request a quick review of our appeal and immediate placement of our grade 7 FL enVision B.E.S.T. Mathematics on the state adopted instructional materials list.

Thank you,  
Rachel



**From:** Starling, Courtney <Courtney.Starling@fldoe.org>  
**Sent:** Tuesday, May 10, 2022 2:04 PM EDT  
**To:** Baumbach; Amber  
**CC:** Duncan, Patricia; Seeds, Cathy; Rivers1, Angelia; Harvey, Ashley  
**Subject:** RE: Savvas Learning Company Grade 7 appeal  
**Attachment(s):** "image001.png", "image002.png", "image003.png"

Hi Amber,

I did not provide comments for those since all reviews were either a 4 or 5.

Courtney Starling  
Secondary Mathematics Specialist  
Office of STEAM  
Bureau of Standards and Instructional Support  
Florida Department of Education  
850.245.9066

cid:3a93a98a-7611-4546-85ea-0f8eb73bedc5

Please note that Florida has a very broad public records law. Most written communications to or from state officials are public records available to the public and media upon request.

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Sent:** Tuesday, May 10, 2022 1:16 PM  
**To:** Starling, Courtney <Courtney.Starling@fldoe.org>  
**Cc:** Duncan, Patricia <Patricia.Duncan@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Harvey, Ashley <Ashley.Harvey@fldoe.org>  
**Subject:** RE: Savvas Learning Company Grade 7 appeal

It looks like rows 6, 7, and 8 need a commentJ

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>  
**Sent:** Tuesday, May 10, 2022 11:59 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Harvey, Ashley <[Ashley.Harvey@fldoe.org](mailto:Ashley.Harvey@fldoe.org)>  
**Subject:** RE: Savvas Learning Company Grade 7 appeal

Hi Amber,

Attached is the spreadsheet for Savvas. Please let me know if you need anything else.

Courtney Starling  
Secondary Mathematics Specialist  
Office of STEAM  
Bureau of Standards and Instructional Support  
Florida Department of Education  
850.245.9066

cid:3a93a98a-7611-4546-85ea-0f8eb73bedc5

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**Cc:** Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Harvey, Ashley <[Ashley.Harvey@fldoe.org](mailto:Ashley.Harvey@fldoe.org)>  
**Subject:** RE: Savvas Learning Company Grade 7 appeal

Hi Courtney,

I believe that any individual score under a 4 warrants a second look from you. Cathy, please correct me if I'm wrong. However, if you find the alignment to be at the 4, or satisfactory, level, please mark it as "aligned" or "aligned," as you have been doing so that you can focus their attention on the standards that really need the extra support.

Thank you for all your work on these. I know it's a lot and it isn't always easy. We appreciate you!

Thanks,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

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**Sent:** Monday, May 9, 2022 4:32 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
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**Subject:** RE: Savvas Learning Company Grade 7 appeal

Hi Amber,

I just want to make sure that I am providing feedback where necessary. In some of these benchmarks (MA.7.AR.1.2), the reviews do meet the 4 threshold since two reviewers scored a 4 and two scored a 5. Savvas provided evidence on these, but do I need to provide feedback in these cases?

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**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, May 6, 2022 11:03 AM  
**To:** Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>  
**Cc:** Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>  
**Subject:** FW: Savvas Learning Company Grade 7 appeal

Hi Courtney,

Savvas has resent their spreadsheet with the links needed for grade 7. Please review and add your comments as necessary.

Thank you!

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DOE email signature

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**Sent:** Thursday, May 5, 2022 4:32 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>; Heather Boyd <[heather.boyd@savvas.com](mailto:heather.boyd@savvas.com)>; Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; Andy Yoo <[andy.yoo@savvas.com](mailto:andy.yoo@savvas.com)>; Kevin Schutz <[kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com)>; [mdaughton@mmd-lawfirm.com](mailto:mdaughton@mmd-lawfirm.com); James Lippe <[james.lippe@savvas.com](mailto:james.lippe@savvas.com)>  
**Subject:** Re: Savvas Learning Company Grade 7 appeal

Good Morning Amber,

Attached you will find the updated spreadsheet from Savvas for grade 7 enVision B.E.S.T. Mathematics with the additional evidence of alignment that was requested.

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Regards,  
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Hi Rachel,

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Florida Department of Education  
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**From:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>  
**Sent:** Thursday, April 28, 2022 8:09 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Subject:** FW: Savvas Learning Company Grade 7 appeal

Cathy Seeds  
Director, Library Media & Instructional Materials  
Bureau of Standards & Instructional Support  
Florida Department of Education

DOE Logo

**From:** Rachel Powers-Scanga <[rachel.scanga@savvas.com](mailto:rachel.scanga@savvas.com)>

**Sent:** Wednesday, April 27, 2022 9:28 AM

**To:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Andy Yoo <[andy.yoo@savvas.com](mailto:andy.yoo@savvas.com)>; Kevin Schutz <[kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com)>; mdaughton@mmd-lawfirm.com; Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>; Heather Boyd <[heather.boyd@savvas.com](mailto:heather.boyd@savvas.com)>; Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; James Lippe <[james.lippe@savvas.com](mailto:james.lippe@savvas.com)>

**Subject:** Savvas Learning Company Grade 7 appeal

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We request a quick review of our appeal and immediate placement of our grade 7 FL enVision B.E.S.T. Mathematics on the state adopted instructional materials list.

Thank you,  
Rachel

**From:** Seeds, Cathy <Cathy> on behalf of Seeds, Cathy <Seeds, Cathy>

**Sent:** Thursday, April 28, 2022 8:10 AM EDT

**To:** Rachel Powers-Scanga; Richmond, James; Andy Yoo; Kevin Schutz; mdaughton@mmd-lawfirm.com <mdaughton@mmd-lawfirm.com>; Heidi Bruhn; Heather Boyd; Ben Koth; James Lippe

**Subject:** RE: Savvas Learning Company Grade 7 appeal

**Attachment(s):** "image001.png"

Thank you. We will review and be in contact soon.

Cathy Seeds

Director, Library Media & Instructional Materials

Bureau of Standards & Instructional Support

Florida Department of Education

DOE Logo



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**Sent:** Wednesday, April 27, 2022 9:28 AM

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Thank you,  
Rachel

**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>  
**Sent:** Thursday, May 12, 2022 10:49 AM EDT  
**To:** Rachel Powers-Scanga; Seeds, Cathy  
**CC:** Rivers1, Angelia; Richmond, James; Heidi Bruhn; Ben Koth; James Lippe; Andy Yoo; Kevin Schutz; mdaughton@mmd-lawfirm.com <mdaughton@mmd-lawfirm.com>  
**Subject:** RE: Savvas Learning Company Grade 7 appeal  
**Attachment(s):** "image001.png", "image002.png"

Hi all,

We are happy to inform you that Savvas™ grade 7 is fully approved and has been added to the adopted list on our website. It was a pleasure to work with Savvas during the adoption cycle and appeal process.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

**From:** Rachel Powers-Scanga <rachel.scanga@savvas.com>  
**Sent:** Thursday, May 5, 2022 5:30 AM  
**To:** Seeds, Cathy <Cathy.Seeds@fldoe.org>  
**Cc:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Richmond, James <James.Richmond@fldoe.org>; Heidi Bruhn <heidi.bruhn@savvas.com>; Ben Koth <ben.koth@savvas.com>; James Lippe <james.lippe@savvas.com>; Andy Yoo <andy.yoo@savvas.com>; Kevin Schutz <kevin.schutz@savvas.com>; mdaughton@mmd-lawfirm.com  
**Subject:** Re: Savvas Learning Company Grade 7 appeal

Thank you so much Cathy.

Yes, Pearson is the publisher with content rights for all the other titles that were bid and currently on the non-adopted IM list. They will be filing any appeals independently of Savvas.

Rachel

On Thu, May 5, 2022 at 5:21 AM Seeds, Cathy <Cathy.Seeds@fldoe.org> wrote:

Thank you, Rachel. We will review and get back with you shortly.

Just wanted check with you on the appeal request for the other grade levels and bids. On our call it was indicated that the appeal would come directly from Pearson. Is that still the case? Have you all heard from them on their appeal filing?

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Library Media & Instructional Materials Program Specialist

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325 West Gaines Street

Tallahassee, FL 32399-0400

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Cathy Seeds

Director, Library Media & Instructional Materials

Bureau of Standards & Instructional Support

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DOE Logo

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Rachel



**From:** Starling, Courtney <Courtney.Starling@fldoe.org>  
**Sent:** Monday, May 09, 2022 4:31 PM EDT  
**To:** Baumbach; Amber  
**CC:** Duncan, Patricia; Seeds, Cathy; Rivers1, Angelia; Harvey, Ashley  
**Subject:** RE: Savvas Learning Company Grade 7 appeal  
**Attachment(s):** "Savvas Grade 7 - Publisher Appeal FINAL 5.4.22.xlsx", "image001.png", "image002.png", "image003.png"  
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**Sent:** Thursday, May 5, 2022 4:32 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>; Heather Boyd <[heather.boyd@savvas.com](mailto:heather.boyd@savvas.com)>; Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; Andy Yoo <[andy.yoo@savvas.com](mailto:andy.yoo@savvas.com)>; Kevin Schutz <[kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com)>; [mداughton@mmd-lawfirm.com](mailto:mداughton@mmd-lawfirm.com); James Lippe <[james.lippe@savvas.com](mailto:james.lippe@savvas.com)>  
**Subject:** Re: Savvas Learning Company Grade 7 appeal

Good Morning Amber,

Attached you will find the updated spreadsheet from Savvas for grade 7 enVision B.E.S.T. Mathematics with the additional evidence of alignment that was requested.

We appreciate the time the math specialists are taking to review and validate our appeal.

Please let me know if any additional information is needed.

Regards,  
Rachel

Hi Rachel,

Our math specialists have been reviewing at your appeal spreadsheet and have a request. Can you please provide direct links to the materials, even if you aren't changing anything, so that they can view the alignment along with your justification? I've attached the spreadsheet and have highlighted (in blue) the areas where links are needed. If it isn't highlighted, the evidence that you provided is sufficient to see the alignment. Let me know if you have questions.

Thank you!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

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**From:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>  
**Sent:** Thursday, April 28, 2022 8:09 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Subject:** FW: Savvas Learning Company Grade 7 appeal

Cathy Seeds  
Director, Library Media & Instructional Materials  
Bureau of Standards & Instructional Support  
Florida Department of Education

DOE Logo

**From:** Rachel Powers-Scanga <[rachel.scanga@savvas.com](mailto:rachel.scanga@savvas.com)>  
**Sent:** Wednesday, April 27, 2022 9:28 AM  
**To:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Andy Yoo <[andy.yoo@savvas.com](mailto:andy.yoo@savvas.com)>; Kevin Schutz <[kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com)>; mdaughton@mmd-lawfirm.com; Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>; Heather Boyd <[heather.boyd@savvas.com](mailto:heather.boyd@savvas.com)>; Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; James Lippe <[james.lippe@savvas.com](mailto:james.lippe@savvas.com)>  
**Subject:** Savvas Learning Company Grade 7 appeal

Please accept this correspondence and subsequent attachments as a response to and formal appeal of the instructional materials adoption recommendation for Savvas Learning Company.

We request a quick review of our appeal and immediate placement of our grade 7 FL enVision B.E.S.T. Mathematics on the state adopted instructional materials list.

Thank you,  
Rachel

|   | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | B                                        |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                          |
| 2 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                          |
| 3 | Standard Below 3<br>(if applicable)                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Special Topic Concern<br>(If applicable) |
| 4 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                          |
| 5 | <p><b>MA.7.AR.1.2</b> Determine whether two linear expressions are equivalent</p> <p><u>Clarifications</u></p> <ul style="list-style-type: none"> <li>• Clarification 1: Instruction includes using properties of operations accurately and efficiently.</li> <li>• Clarification 2: Instruction includes linear expressions in any form with rational coefficients.</li> <li>• Clarification 3: Refer to Properties of Operations, Equality and Inequality (Appendix D).</li> </ul> | N/A                                      |
| 6 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                          |

COURSE Grade Seven Mathematics

BID 390

Publisher (Savvas) Comments

**Publisher Summary:**  
*enVision Florida B.E.S.T. Mathematics, Grade 7* was written specifically to align with Florida’s B.E.S.T. Standards for Mathematics, including the Mathematical Thinking and Reasoning (MTR) Standards. We believe that these materials fully address the required standards and benchmarks and meet all required specifications for adoption. Both of the state’s reviewers agreed, and recommended this product for adoption. However, the state has not recommended the product for adoption citing a state-specific standards score that did not meet the numerical threshold for adoption. In this response, we intend to show that several of the scores should be raised and that *enVision Florida B.E.S.T. Mathematics, Grade 7* should be approved for adoption.

**Part 1 - Inconsistency of Reviews**  
 We believe that the reviews for Grade 7 were inconsistent both with the overall review process and with other reviews. While most reviewers worked on a 5-point scale, the Grade 7 reviewers issued only three 5-point ratings (Very Good Alignment) for the Mathematical Thinking and Reasoning Standards and the ELA Standards, and zero 5-point ratings for any Mathematics Benchmarks, even when their comments are entirely positive and/or include no noted deficiencies. When compared to the reviews of other Savvas mathematics courses for Grades 6-8, there is an obvious anomaly. *All enVision Mathematics Florida B.E.S.T.* courses were created by the same team of authors, editors, and consultants, and follow the same pedagogy and lesson format.

| Savvas Program      | Number of 5-Point Ratings for Standards Benchmarks (by both reviewers) | Percentage of 5-Point Ratings for Standards Benchmarks |
|---------------------|------------------------------------------------------------------------|--------------------------------------------------------|
| <b>Grade 7</b>      | <b>3</b>                                                               | <b>3%</b>                                              |
| Grade 6             | 93                                                                     | 85%                                                    |
| Grade 8 Pre-Algebra | 85                                                                     | 77%                                                    |
| Accelerated Grade 6 | 107                                                                    | 75%                                                    |
| Accelerated Grade 7 | 141                                                                    | 99%                                                    |

below. Procedures and creates an enormous discrepancy with other reviews. In addition, the lack of meeting the required threshold of an average rating of 4 nearly impossible. Accelerated Grades, and yet, the Grade 7 ratings are consistently lower than those not warrant the discrepancy in ratings. Examples of these discrepancies are provided

| Benchmark                                                                  | Grade 7 Reviewer 1 (Champion) | Grade 7 Reviewer 2 (Pitts) | Grade 6 Accelerated Reviewer 1 | Grade 6 Accelerated Reviewer 2 |
|----------------------------------------------------------------------------|-------------------------------|----------------------------|--------------------------------|--------------------------------|
| <b>MA.7.AR.1.2</b> Determine whether two linear expressions are equivalent | 4                             | 4                          | 5                              | 5                              |

**Clarifications**  
*Clarification 1:* Instruction includes using properties of operations accurately and efficiently.  
*Clarification 2:* Instruction includes linear expressions in any form with rational coefficients.

Students combine like terms, expand, and use the properties of operations to create and

Benchmark clarifications are addressed

Lessons highlighted here cover the benchmark and provide ample opportunity for students to

This standard is taught well

Very Good Alignment) while both Grade 6 Accelerated reviewers rated alignment of the

|   | D                       | E | F                                                                                                                                                                                                    | G                                                                                                            | H                                                                                                                                                                     |
|---|-------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 |                         |   |                                                                                                                                                                                                      |                                                                                                              |                                                                                                                                                                       |
| 2 |                         |   |                                                                                                                                                                                                      |                                                                                                              |                                                                                                                                                                       |
| 3 | Savvas Link to Evidence |   | Link to correction in materials                                                                                                                                                                      | Additional Link to correction in materials                                                                   | Additional Link to correction in materials                                                                                                                            |
| 4 |                         |   |                                                                                                                                                                                                      |                                                                                                              |                                                                                                                                                                       |
| 5 |                         |   |                                                                                                                                                                                                      |                                                                                                              |                                                                                                                                                                       |
| 6 |                         |   | <p>Lesson 4-2 pp. 191-196: Examples 1-3 include using properties of operations (Clarifications 1 and 3) and expressions with rational coefficients (Clarification 2). Practice exercises follow.</p> | <p>Lesson 4-4 pp. 207-212 focuses on using the Distributive Property to generate equivalent expressions.</p> | <p>Lesson 4-5 pp. 213-218 focuses on equivalent expressions in various forms with a variety of rational coefficients (Clarification 2). See especially Example 3.</p> |

|   | I                                                                                                                   | J                                                                                                               | K |
|---|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---|
| 1 |                                                                                                                     | <b>Reviewer Evaluation Scale:</b><br>5- Very Good<br>4- Good<br>3- Fair<br>2- Poor<br>1- Very Poor/No Alignment |   |
| 2 |                                                                                                                     |                                                                                                                 |   |
| 3 | Additional Link to correction in materials                                                                          |                                                                                                                 |   |
| 4 |                                                                                                                     |                                                                                                                 |   |
| 5 |                                                                                                                     |                                                                                                                 |   |
| 6 | <a href="#">Lesson 4-8 pp. 237-242 provides additional models, forms, and practice with equivalent expressions.</a> |                                                                                                                 |   |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | B   |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 7  | <p><b>MA.7.AR.2.2</b> Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.</p> <p><u>Clarifications</u></p> <ul style="list-style-type: none"> <li>• Clarification 1: Instruction focuses the application of the properties of equality. Refer to Properties of Operations, Equality and Inequality (Appendix D).</li> <li>• Clarification 2: Instruction includes equations in the forms <math>px \pm q = r</math> and <math>p(x \pm q) = r</math>, where <math>p</math>, <math>q</math> and <math>r</math> are specific rational numbers.</li> <li>• Clarification 3: Problems include linear equations where the variable may be on either side of the equal sign.</li> </ul> | N/A |
| 8  | <p><b>MA.7.AR.3.1</b> Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.</p> <p><u>Clarifications</u></p> <ul style="list-style-type: none"> <li>• Clarification 1: Instruction includes discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                              | N/A |
| 9  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |     |
| 10 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |     |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                     |                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|
| <p><u>Clarification 3: Refer to Properties of Operations, Equality and Inequality (Appendix D).</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Identity equivalent expressions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>practices.</p>                   | <p>C</p>                            |
| <p><b>MA.7.AR.2.2</b> Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.</p> <p><b>Clarifications</b><br/> Clarification 1: Instruction focuses the application of the properties of equality. Refer to Properties of Operations, Equality and Inequality (Appendix D).<br/> Clarification 2: Instruction includes equations in the forms <math>px+q=r</math> and <math>p(x+q)=r</math>, where <math>p</math>, <math>q</math> and <math>r</math> are specific rational numbers.<br/> Clarification 3: Problems include linear equations where the variable may be on either side of</p> | <p>4</p> <p>4</p> <p>5</p> <p>5</p> <p>Excellent alignment with the instructional models from the B1G-M.</p> <p>on's review confirms that all requirements were met. Ms. Pitts' review includes a positive note for not rating this benchmark coverage as 5 (Very Good Alignment) as the Accelerated</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>4</p> <p>4</p> <p>5</p> <p>5</p> | <p>4</p> <p>4</p> <p>5</p> <p>5</p> |
| <p><b>MA.7.AR.3.1</b> Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.</p> <p><b>Clarifications</b><br/> Clarification 1: Instruction includes discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error.</p>                                                                                                                                                                                                                                                                                                                                                      | <p><b>Benchmark</b></p> <p>Covers all percent examples defined in the clarifications. All presented in real world problems and are relatable to the audience.</p> <p>Real world problems are given to practice percent (also relatable, such as percent of phone battery).</p> <p>Very good alignment. I really like how the distinction is made between a ratio and a fraction, even though they are both written in the same format.</p> <p>This standard is taught well</p> <p>on's review confirms that all requirements of the clarifications were met. Neither Grade 7</p> <p>ood Alignment) without any indication of why the content was not rated a 5 (Very Good Alignment) as the Accelerated 6 Reviewers did.</p> <p>ood Alignment) without any indication of why the content was not rated a 5 (Very Good Alignment) as the Accelerated 6 review and other similar reviews (including the</p> | <p>4</p> <p>4</p> <p>5</p> <p>5</p> | <p>4</p> <p>4</p> <p>5</p> <p>5</p> |
| <p><b>Part 2 - Benchmark-Specific Responses</b></p> <p>In specific cases, we believe the reviewers also missed content or made some judgments in their ratings that were pedagogical or related to preference of implementation, rather than focused strictly on the question of whether the standard was effectively addressed in the course. Specific examples are provided below.</p>                                                                                                                                                                                                                                                                                   | <p>Part 2 - Benchmark-Specific Responses</p> <p>In specific cases, we believe the reviewers also missed content or made some judgments in their ratings that were pedagogical or related to preference of implementation, rather than focused strictly on the question of whether the standard was effectively addressed in the course. Specific examples are provided below.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>9</p> <p>10</p>                  | <p>9</p> <p>10</p>                  |





|    | D | E | F                                                                                                                                                                 | G                                                                                                                                                                                                                                           | H                                                                                                                                                     |
|----|---|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7  |   |   | Lesson 5-1 pp. 257-262 focuses on writing equations, including a variety of forms (Clarification 2) and equations with variables on either side (Clarification 3) | Lesson 5-2 pp. 263-268 focuses on solving two-step equations, including applying properties of equality (Clarification 1), a variety of form with and without parentheses (Clarification 2), and variables on either side (Clarification 3) |                                                                                                                                                       |
| 8  |   |   | Lessons 3-1 and 3-2 pp. 129-140 focus on connecting ratios, proportions, and percentages and include problems on tips (p. 129) and tax (p. 133 #12).              | Lesson 3-4 pp. 151-156 includes multi-step problems with percent increase (Example 1), percent decrease (Example 2), percent error (Example 3).                                                                                             | Lesson 3-5 pp. 161-166 includes problems involving fees (p. 161), markups (Examples 1 and 2), discounts and taxes (Example 3) and more (pp. 164-166). |
| 9  |   |   |                                                                                                                                                                   |                                                                                                                                                                                                                                             |                                                                                                                                                       |
| 10 |   |   |                                                                                                                                                                   |                                                                                                                                                                                                                                             |                                                                                                                                                       |

|    |                                                             |   |   |   |
|----|-------------------------------------------------------------|---|---|---|
|    |                                                             | I | J | K |
| 7  |                                                             |   |   |   |
| 8  | Lesson 3-6 pp. 167-202 focuses on simple interest problems. |   |   |   |
| 9  |                                                             |   |   |   |
| 10 |                                                             |   |   |   |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | B   |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 11 | <p><b>MA.7.AR.2.1</b> Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.</p> <p><u>Benchmark Clarifications:</u></p> <ul style="list-style-type: none"> <li>• Clarification 1: Instruction focuses on the properties of inequality. Refer to Properties of Operations, Equality and Inequality (Appendix D).</li> <li>• Clarification 2: Instruction includes inequalities in the forms <math>px &gt; q</math>; <math>xp &gt; q</math>; <math>x \pm p &gt; q</math> and <math>p \pm x &gt; q</math>, where <math>p</math> and <math>q</math> are specific rational numbers and any inequality symbol can be represented.</li> <li>• Clarification 3: Problems include inequalities where the variable may be on either side of the inequality symbol.</li> </ul> | N/A |
| 12 | <p><b>MA.7.AR.3.2</b> Apply previous understanding of ratios to solve real-world problems involving proportions.</p> <p><u>Example:</u> Scott is mowing lawns to earn money to buy a new gaming system and knows he needs to mow 35 lawns to earn enough money. If he can mow 4 lawns in 3 hours and 45 minutes, how long will it take him to mow 35 lawns? Assume that he can mow each lawn in the same amount of time.</p> <p><u>Example:</u> Ashley normally runs 10-kilometer races which is about 6.2 miles. She wants to start training for a half-marathon which is 13.1 miles. How many kilometers will she run in the half-marathon? How does that compare to her normal 10K race distance?</p>                                                                                                                                                | N/A |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | (Champion)                                                                                                                                  | (Pitts)                                                                                                                             | Reviewer 1                                             | Reviewer 2                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------|
| <p><b>MA.7.AR.2.1</b> Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.</p> <p><b>Benchmark Clarifications:</b><br/>                     Clarification 1: Instruction focuses on the properties of inequality. Refer to Properties of Operations, Equality and Inequality (Appendix D).<br/>                     Clarification 2: Instruction includes inequalities in the forms <math>px &gt; q</math>, <math>x &gt; p</math>; <math>x &lt; p</math> and <math>px &lt; q</math>, where <math>p</math> and <math>q</math> are specific rational numbers and any inequality symbol can be represented.<br/>                     Clarification 3: Problems include inequalities where the variable may be on either side of the inequality symbol.</p> | <p>Presents one and two step inequalities. They are represented algebraically and graphically. Required forms of inequalities are used.</p> | <p>Benchmark is covered, more examples of solving different types of inequalities (relating them back to equations) are needed.</p> | <p>The highlighted lessons align to the benchmark.</p> | <p>This standard is taught well</p> |

s are included. Lesson 5-3 Solve Inequalities Using Addition or Subtraction (pp. 271–276) with inequalities on either side of the inequality symbol. Similarly, Lesson 5-4 Solve Inequalities on Either Side of the Inequality Symbol (pp. 277–280) includes all four inequality symbols and problems with inequalities on either side of the inequality symbol. Additional instruction and practice opportunities can be found in the Topic Review (pp. 289–290).

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                               |                                                                                                                                    |                                                                                                                                                                                                                                            |                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| <p><b>11</b></p> <p>As Ms. Pitts commented, this benchmark is covered, and all examples of solving different types of inequalities required by the Benchmark Clarifications are included. Therefore, we request that the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).</p>                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                               |                                                                                                                                    |                                                                                                                                                                                                                                            |                                                   |
| <p><b>MA.7.AR.3.2</b> Apply previous understanding of ratios to solve real-world problems involving proportions.</p> <p><b>Example:</b> Scott is mowing lawns to earn money to buy a new gaming system and knows he needs to mow 35 lawns to earn enough money. If he can mow 4 lawns in 3 hours and 45 minutes, how long will it take him to mow 35 lawns? Assume that he can mow each lawn in the same amount of time.</p> <p><b>Example:</b> Ashley normally runs 10-kilometer races which is about 6.2 miles. She wants to start training for a half-marathon which is 13.1 miles. How many kilometers will she run in the half-marathon? How does that compare to her normal 10K race distance?</p> | <p>4</p> <p>real world problems involving proportional relationships are used-time and money, and recipes</p> | <p>3</p> <p>Ratios are more tied to percent problems rather than proportion problems (although proportions are used to solve).</p> | <p>3</p> <p>The highlighted lessons only expose students to using proportions to solve real-world problems involving percentages. I would think there should be questionings involving proportions that do not pertain to percentages.</p> | <p>5</p> <p>This standard is taught very well</p> |
| <p><b>12</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                               |                                                                                                                                    |                                                                                                                                                                                                                                            |                                                   |

-4, and 3-5. Two reviewers suggest that the course does not address non-percent problems (see link in Column D) in which students apply proportions to solve a wide variety of problems (see link in Column E).  
 The score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).

|    | D                                                                         | E                            | F                                                                                                                                                                                                                                                                           | G                                                                                                                                                                                                                                                                           | H |
|----|---------------------------------------------------------------------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 11 |                                                                           |                              | Lesson 5-3 pp. 271-276 addresses one-step inequalities involving addition and subtraction, including properties of inequality (Clarification 1), several forms (Clarification 2), and with variables on either side (Clarification 3). Solutions include algebra and graphs | Lesson 5-4 pp. 277-282 addresses one-step inequalities involving multiplication and division, including properties of inequality (Clarification 1), several forms (Clarification 2), and with variables on either side (Clarification 3). Solutions include algebra and gra |   |
| 12 | <a href="#">Lesson 2-5 Apply Proportional Reasoning To Solve Problems</a> | <a href="#">Topic Review</a> | N/A                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                             |   |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | B   |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 13 | <p><b>MA.7.AR.3.3</b> Solve mathematical and real-world problems involving the conversion of units across different measurement systems.</p> <p>Clarification 1: Problem types are limited to length, area, weight, mass, volume and money.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | N/A |
| 14 | <p><b>MA.7.AR.4.4</b> Given any representation of a proportional relationship, translate the representation to a written description, table or equation.</p> <p>Example: The written description, there are 60 minutes in 1 hour, can be represented as the equation <math>m=60h</math>.</p> <p>Example: Gina works as a babysitter and earns \$9 per hour. She would like to earn \$100 to buy a new tennis racket. Gina wants to know how many hours she needs to work. She can use the equation <math>h=19e</math>, where <math>e</math> is the amount of money earned, <math>h</math> is the number of hours worked and 19 is the constant of proportionality.</p> <p>Benchmark Clarifications:<br/> Clarification 1: Given representations are limited to a written description, graph, table or equation.<br/> Clarification 2: Instruction includes equations of proportional relationships in the form of <math>y=px</math>, where <math>p</math> is the constant of proportionality.</p> | N/A |

| Benchmark                                                                                                                                                                                                                                              | Grade 7 Reviewer 1 (Champion)                                                  | Grade 7 Reviewer 2 (Pitts) | Grade 7 Accelerated Review                                | Grade 7 Accelerated Review |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------|-----------------------------------------------------------|----------------------------|
| <p><b>MA.7.AR.3.3</b> Solve mathematical and real-world problems involving the conversion of units across different measurement systems.</p> <p><u>Clarification 1:</u> Problem types are limited to length, area, weight, mass, volume and money.</p> | 2                                                                              | 4                          | 5                                                         | 5                          |
| <p>Concept related to proportional relationships -only lengths and weight, and mass are used. Area, volume and money are left out. A few pages address capacity which is not in the clarifications.</p>                                                | <p>Benchmark is covered well and is connected to previously learned skill.</p> | <p>Metric conversions</p>  | <p>Really good discourse supports embedded in the TE.</p> |                            |

13 request that the score of 2 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).

is well as the very positive overall reviewer scores regarding alignment to the Benchmark, we

| Benchmark                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Grade 7 Reviewer 1 (Champion)                                                                                                                | Grade 7 Reviewer 2 (Pitts)                  | Grade 7 Accelerated Review                                              | Grade 7 Accelerated Review |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|-------------------------------------------------------------------------|----------------------------|
| <p><b>MA.7.AR.4.4</b> Given any representation of a proportional relationship, translate the representation to a written description, table or equation.</p> <p><u>Example:</u> The written description, there are 60 minutes in 1 hour, can be represented as the equation <math>m=60h</math>.</p> <p><u>Example:</u> Gina works as a babysitter and earns \$9 per hour. She would like to earn \$100 to buy a new tennis racket. Gina wants to know how many hours she needs to work. She can use the equation <math>h=19e</math>, where <math>e</math> is the amount of money earned, <math>h</math> is the number of hours worked and 19 is the constant of proportionality.</p> <p><b>Benchmark Clarifications:</b></p> <ul style="list-style-type: none"> <li>Clarification 1: Given representations are limited to a written description, graph, table or equation.</li> <li>Clarification 2: Instruction</li> </ul> | 4                                                                                                                                            | 3                                           | 5                                                                       | 5                          |
| <p>Ample opportunities to explore and practice translating proportional representations into written descriptions, tables or equations. Converting units are embedded in this skill.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Benchmark is covered: it is dispersed throughout ratio and proportion lessons and connected to other ratio and proportion benchmarks.</p> | <p>Translate proportional relationships</p> | <p>Good variety of examples matching B1G-M Instructional Strategies</p> |                            |

viewer comments, lack of any noted deficiencies, and the “ample opportunities to explore and request that the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good

|    | D | E                                                                                                    | F                                                                                                                                                                                  | G                                                                                                                                     | H                                                                                                                   |
|----|---|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| 13 |   | Lesson 2-4 (includes problems on area, volume, and money). See the Try It!, Example 3, and Item #11. | N/A                                                                                                                                                                                |                                                                                                                                       |                                                                                                                     |
| 14 |   |                                                                                                      | Lesson 2-2 pp. 83-88 includes translating between written descriptions, tables, and equations. It also addresses equations with the constant of proportionality (Clarification 2). | Lesson 2-3 pp. 97-102 addresses creating graphs from written descriptions (Example 1), tables (Example 2), and equations (Example 3). | Lesson 2-5 pp. 109-114 includes translating written descriptions into tables (Example 1) and equations (Example 3). |



|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | B   |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 15 | <p><b>MA.7.DP.2.4</b> Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.</p> <p>Clarification 1: Instruction includes representing probability as a fraction, percentage or decimal.</p> <p>Clarification 2: Instruction includes recognizing that experimental probabilities may differ from theoretical probabilities due to random variation. As the number of repetition increases experimental probabilities will typically better approximate the theoretical probabilities.</p> <p>Clarification 3: Experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner.</p> | N/A |
| 16 | <p><b>MA.7.GR.1.1</b> Apply formulas to find the areas of trapezoids, parallelograms and rhombi.</p> <p>Clarification 1: Instruction focuses on the connection from the areas of trapezoids, parallelograms and rhombi to the areas of rectangles or triangles.</p> <p>Clarification 2: Within this benchmark, the expectation is not to memorize area formulas for trapezoids, parallelograms and rhombi.</p>                                                                                                                                                                                                                                                                                                                                           | N/A |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>includes equations of proportional relationships in the form of <math>y=px</math>, where <math>p</math> is the constant of proportionality.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>1</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>MA.7.DP.2.4</b> Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.</p> <p><u>Clarification 1:</u> Instruction includes representing probability as a fraction, percentage or decimal.</p> <p><u>Clarification 2:</u> Instruction includes recognizing that experimental probabilities may differ from theoretical probabilities due to random variation. As the number of repetition increases experimental probabilities will typically better approximate the theoretical probabilities.</p> <p><u>Clarification 3:</u> Experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner</p> | <p>3</p> <p>4</p> <p>5</p> <p>5</p> <p>3. Pitts comments that the “instruction does a good job of explaining how to compare and “taught well.” Ms. Champion mentions that one aspect of one clarification (“random all aspects of the benchmark and its clarifications are addressed, we request that the score of 3 be</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>MA.7.GR.1.1</b> Apply formulas to find the areas of trapezoids, parallelograms and rhombi.</p> <p><u>Clarification 1:</u> Instruction focuses on the connection from the areas of trapezoids, parallelograms and rhombi to the areas of rectangles or triangles.</p> <p><u>Clarification 2:</u> Within this benchmark, the expectation is not to memorize area formulas for trapezoids, parallelograms and rhombi.</p>                                                                                                                                                                                                                                                                                                                                                 | <p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pitts) 3</p> <p>Grade 6 Accelerated Review 4</p> <p>Grade 6 Accelerated Review 4</p> <p>Connects the area of rhombi, parallelograms, and trapezoids to that of rectangles and squares.</p> <p>Formulas are derived from previously learned formulas; there could be some confusion with the trapezoid formula because it is derived from a parallelogram in one part of the lesson, but then decomposed into a rectangle and two triangles in another part of</p> <p>The highlighted lessons align completely to the benchmark, however, I would have liked to see additional practice problems for this benchmark.</p> <p>This standard is taught well</p> <p>hat the content “aligns completely” and another adding that it is “taught well.” Ms. Pitts ea formulas, but this is, in fact, the point of Clarification 1. This connection to the areas of t enVision Florida B.E.S.T. Mathematics Grade 7 fully aligns to the expectations of this Alignment) or 5 (Very Good Alignment).</p> |

|    | D                                                          | E | F                                                                                                                                                                                                                                                                                                                                  | G | H |
|----|------------------------------------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 15 | <a href="#">Example of Clarification 2 (see Example 2)</a> |   | N/A                                                                                                                                                                                                                                                                                                                                |   |   |
| 16 |                                                            |   | <p>Lesson 8-1 pp. 409-414 addresses finding areas of parallelograms (Example 1), rhombi (Example 2), and trapezoids (Example 3). Instruction includes connections to areas of rectangles and triangles (Clarification 1). Instruction also focuses on connecting and applying formulas, not on memorization (Clarification 2).</p> |   |   |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | B   |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 17 | <p><b>MA.7.GR.1.2</b> Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.</p> <p>Clarification 1: Within this benchmark, the expectation is not to find areas of figures on the coordinate plane or to find missing dimensions.</p>                                                                                                                                                                              | N/A |
| 18 | <p><b>MA.7.GR.2.2</b> Solve real-world problems involving surface area of right circular cylinders.</p> <p>Clarification 1: Within this benchmark, the expectation is not to memorize the surface area formula for a right circular cylinder or to find radius as a missing dimension.</p> <p>Clarification 2: Solutions may be represented in terms of pi (<math>\pi</math>) or approximately.</p>                                                                                                              | N/A |
| 19 | <p><b>MA.7.NSO.1.1</b> Know and apply the Laws of Exponents to evaluate numerical expressions, and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.</p> <p>Clarification 1: Instruction focuses on building the Laws of Exponents from specific examples. Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents.</p> <p>Clarification 2: Problems in the form <math>a^m \cdot a^n = a^p</math> must result in a whole-number value for p.</p> | N/A |
| 20 | <p><b>MA.7.NSO.2.1</b> Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.</p> <p>Clarification 1: Multi-step expressions are limited to 6 or fewer steps.</p>                                                                                                                                                                                                                                         | N/A |



|    | D                                                             | E                                                                       | F                                                                                                                                                                                                                                                                                                                            | G                                                                                                                                                                                                                                                               | H |
|----|---------------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 17 | <a href="#">Example of Real World Problem (see Example 2)</a> | <a href="#">Examples of Real World Problems (see Items #10 and #12)</a> | N/A                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                 |   |
| 18 |                                                               |                                                                         | Lesson 8-6 pp. 449-456 covers solving problems involving surface area of right circular cylinders with real-world contexts. Solutions are provided in terms of $\pi$ (Example 2) and approximately (Examples 1 and 3) as noted in Clarification 2. The lesson also includes 4 full pages of practice problems (pp. 453-456). |                                                                                                                                                                                                                                                                 |   |
| 19 |                                                               |                                                                         | Lesson 1-5 pp. 39-44 includes instruction on 3 laws from the Appendix noted in Clarification 1: Product of Powers (Example 1), Power of Products (Example 2), and Power of a Power (Example 3). Instruction adheres to the limitations noted in the benchmark and clarifications.                                            | Lesson 1-6 pp. 45-50 addresses the 4 remaining laws from Appendix E that are appropriate for Grade 7: Power of a Quotient (Example 1), Quotient of Powers (Example 2), and Identity and Zero Exponent (Example 3). Instruction adheres to the limitations note  |   |
| 20 |                                                               |                                                                         | Lesson 1-3 Example 4 p. 25 addresses multi-step problems with rational numbers and grouping symbols. The lesson also includes practice problems.                                                                                                                                                                             | Lesson 1-7 pp. 51-56 addresses multi-step order of operations problems with rational numbers, including grouping symbols (Examples 2 and 3), whole-number exponents (Example 3), and absolute value (Example 3). The lesson includes a wide array of practice p |   |

|    | A                                                                                                                                                                                             | B   |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|    | <b>MA.7.NSO.2.3</b> Solve real-world problems involving any of the four operations with rational numbers.                                                                                     | N/A |
| 21 | Clarification 1: Instruction includes using one or more operations to solve problems.<br><b>MA.K12.MTR.1.1</b> Actively participate in effortful learning both individually and collectively. | N/A |
| 22 | (continued)                                                                                                                                                                                   |     |
| 23 |                                                                                                                                                                                               |     |
| 24 | <b>MA.K12.MTR.2.1</b> Demonstrate understanding by representing problems in multiple ways.                                                                                                    | N/A |
| 25 | <b>MA.K12.MTR.4.1</b> Engage in discussions that reflect on the mathematical thinking of self and others.                                                                                     | N/A |
| 26 | <b>MA.K12.MTR.6.1</b> Assess the reasonableness of solutions.                                                                                                                                 | N/A |
| 27 | <b>MA.K12.MTR.7.1</b> Apply mathematics to real-world contexts.                                                                                                                               | N/A |
| 28 |                                                                                                                                                                                               |     |
| 29 |                                                                                                                                                                                               |     |
| 30 |                                                                                                                                                                                               |     |
| 31 |                                                                                                                                                                                               |     |
| 32 |                                                                                                                                                                                               |     |

|    |                                                                                                                                                                            |                                                                                                   |                                                                                                            |                                                                                       |                                                                    |                                                                        |                                                                        |   |   |   |   |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|---|---|---|---|
| 21 | rational numbers including grouping symbols, whole-number exponents and absolute value.<br><b>Clarification 1:</b> Multi-step expressions are limited to 6 or fewer steps. | Limited to 6 or fewer steps-includes grouping symbols, whole number exponents, and absolute value | Lesson instruction and practice is covered well, although the skill needs to be extended a little further. | Very limited practice with absolute value and whole number exponents.                 | I like how it is broken down into steps                            |                                                                        |                                                                        |   |   |   |   |
|    |                                                                                                                                                                            |                                                                                                   |                                                                                                            |                                                                                       |                                                                    |                                                                        |                                                                        |   |   |   |   |
| 22 | Every participant in an effortful learning both individually and collectively.                                                                                             | 3                                                                                                 | 4                                                                                                          | 5                                                                                     | 5                                                                  | 5                                                                      | 5                                                                      | 5 | 5 | 5 | 5 |
| 23 | Three Act Math in the beginning of the unit could be used to engage students. Subsequent                                                                                   | Every lesson provides an opportunity for students to give an explanation of what they             | Strong evidence of MTR.1.1 throughout material and also contains explicit                                  | I like that it tells the student to persevere through material                        | topic activity promotes social interactions in an academic setting | Many opportunities to engage throughout all components of the lessons. |                                                                        |   |   |   |   |
|    |                                                                                                                                                                            |                                                                                                   |                                                                                                            |                                                                                       |                                                                    |                                                                        |                                                                        |   |   |   |   |
| 24 | Mathematical Thinking and Reasoning Standard<br><b>MA.K12.MTR.2.1</b>                                                                                                      | Grade 7 Reviewer 1 (Champion)                                                                     | Grade 7 Reviewer 2 (Pitts)                                                                                 | Grade 6 Accelerated Review                                                            | Grade 7 Accelerated Review                                         | Grade 7 Accelerated Review                                             |                                                                        |   |   |   |   |
|    |                                                                                                                                                                            |                                                                                                   |                                                                                                            |                                                                                       |                                                                    |                                                                        |                                                                        |   |   |   |   |
| 25 | Mathematical Thinking and Reasoning Standard<br><b>MA.K12.MTR.4.1</b><br>Engage in discussions that reflect on the mathematical thinking of self and others.               | Grade 7 Reviewer 1 (Champion)                                                                     | Grade 7 Reviewer 2 (Pitts)                                                                                 | Grade 6 Accelerated Review                                                            | Grade 7 Accelerated Review                                         | Grade 7 Accelerated Review                                             |                                                                        |   |   |   |   |
|    |                                                                                                                                                                            |                                                                                                   |                                                                                                            |                                                                                       |                                                                    |                                                                        |                                                                        |   |   |   |   |
| 26 | Assess the reasonableness of                                                                                                                                               | Grade 7 Reviewer 1 (Champion)                                                                     | Grade 7 Reviewer 2 (Pitts)                                                                                 | Grade 6 Accelerated Review                                                            | Grade 7 Accelerated Review                                         | Grade 7 Accelerated Review                                             |                                                                        |   |   |   |   |
|    |                                                                                                                                                                            |                                                                                                   |                                                                                                            |                                                                                       |                                                                    |                                                                        |                                                                        |   |   |   |   |
| 27 | Mathematical Thinking and Reasoning Standard<br><b>MA.K12.MTR.7.1</b><br>Apply mathematics to real-world contexts.                                                         | Grade 7 Reviewer 1 (Champion)                                                                     | Grade 7 Reviewer 2 (Pitts)                                                                                 | Grade 6 Accelerated Review                                                            | Grade 7 Accelerated Review                                         | Grade 7 Accelerated Review                                             |                                                                        |   |   |   |   |
|    |                                                                                                                                                                            |                                                                                                   |                                                                                                            |                                                                                       |                                                                    |                                                                        |                                                                        |   |   |   |   |
| 28 |                                                                                                                                                                            | Real world problems are used throughout, but there are areas where they are lacking.              | Majority of word problems presented should be reliable for students.                                       | Strong evidence of MTR.7.1 throughout material and also contains explicit instruction | This standard is evident throughout the book                       | students activate prior knowledge to work out new material             | Many opportunities to engage throughout all components of the lessons. |   |   |   |   |
| 29 |                                                                                                                                                                            |                                                                                                   |                                                                                                            |                                                                                       |                                                                    |                                                                        |                                                                        |   |   |   |   |
| 30 |                                                                                                                                                                            |                                                                                                   |                                                                                                            |                                                                                       |                                                                    |                                                                        |                                                                        |   |   |   |   |
| 31 |                                                                                                                                                                            |                                                                                                   |                                                                                                            |                                                                                       |                                                                    |                                                                        |                                                                        |   |   |   |   |
| 32 |                                                                                                                                                                            |                                                                                                   |                                                                                                            |                                                                                       |                                                                    |                                                                        |                                                                        |   |   |   |   |

several real-world problems” and “ample practice opportunities.” *(Links to examples*

“more real-world and reliable word problems” does not describe a deficiency of expectations of this Benchmark and we request that the score of 3 be

“strong evidence...throughout” and “many opportunities to engage;” with “daily authentic engagement of this MTR.” However, every student to analyze the problem in ways that make sense, ask questions, and a collective, whole-class discussion follows. On a daily basis, teachers are provided robust *D/E for linked examples)*

The mathematical thinking and reasoning and behaviors students are the Handbook is provided in the Teacher’s Edition and offers teaching suggestions and 1.1. Specific behaviors of students who are demonstrating proficiency with MTR.1.1 are also *(See Columns D/E for linked examples)*

on for students to engage in and teachers to encourage and help to develop the behaviors (Alignment) or 5 (Very Good Alignment).

or students to engage in and teachers to encourage and help to develop the behaviors every lesson as noted by Ms. Pitts. Reviewers also note that students can provide reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).

or students to engage in and teachers to encourage and help to develop the behaviors and explain their understanding. Other reviewers note “strong evidence,” and are linked in Columns D/E, but similar opportunities exist in every lesson in the

al discussions in the classroom. Considering the evidence presented and the high scores 3 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good

s note “strong evidence...throughout,” “a lot of questions,” and “many entered more than 80 times in the student text, with additional opportunities provided to Columns D/E.

that the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5

Pitts comments that the “majority of word problems presented should be reliable les and problems. A few linked examples are in Columns D/E.

that the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5

3.E.S.T. Standards for Mathematics, including the Mathematical Thinking and Reasoning adoption, the scores on many benchmarks are inexplicably low compared to those of rated 6 and Accelerated 7 reviewers. Those courses address the exact same benchmarks alignment) ratings issued by the Grade 7 reviewers did not include any negative comments ted evidence and additional reviewer support for raising these ratings. We respectfully *da B.E.S.T. Mathematics, Grade 7* to the list of adopted programs. Savvas Learning Company rida schools with the highest quality materials that are fully aligned with Florida’s B.E.S.T.



|    | D                                                                                                   | E                                                             | F                                                                                                                                                                                                                                                                                                                          | G                                                                                                                                                                                                                                                                                                                  | H                                                                                                                                                                                                                                                                                            |
|----|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 21 | Examples of Real World Problems (see Examples 1 and 2)                                              | Examples of Real World Problems (see items #12, #13, and #14) | N/A                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                              |
| 22 | Example of Exploratory Activity That Occurs in Every Lesson                                         |                                                               | N/A                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                              |
| 23 | Math Thinking and Reasoning Handbook (Student)                                                      | Math Thinking and Reasoning Handbook (Teacher)                | N/A                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                              |
| 24 |                                                                                                     |                                                               | Multiple representations are presented and connected throughout the text. Selected examples are provided here, such as manipulatives, tables, and equations (pp. 78-79)                                                                                                                                                    | Multiple representations are presented and connected throughout the text. Selected examples are provided here, such as tables, graphs, and equations (pp. 98-99).                                                                                                                                                  | Multiple representations are presented and connected throughout the text. Selected examples are provided here, such as bar models, verbal descriptions, and equations (pp. 142-143).                                                                                                         |
| 25 | Lesson 2-1 Example (see Thinking and Reasoning, Convince Mel, Do You Understand?, Do You Know How?) |                                                               | Opportunities to promote discussions and elicit mathematical thinking are presented throughout the text. Solve and Discuss It! opportunities with Thining and Reasoning prompts are provided at the start of many lessons, such as Lesson 2-1 (p. 77), in which students explain their reasoning and make generalizations. | Opportunities to promote discussions and elicit mathematical thinking are presented throughout the text. Explain It! opportunities with Thining and Reasoning prompts are provided at the start of many lessons, such as Lesson 1-5 (p. 39), in which students analyze the thinking of others and justify results. | Opportunities to promote discussions and elicit mathematical thinking are presented throughout the text. Do You Understand? questions are provided in every lesson, such as Lesson 4-5 (p. 216), in which students explain mathematical concepts (#1) and recognize and correct errors (#2). |
| 26 | Examples of Check for Reasonableness (see pages 11, 15, and 16)                                     |                                                               | Opportunities for students to assess reasonableness are presented throughout the text, such as Lesson 3-1 Example 3 (p. 131), in which students use estimating with compatible numbers to check the reasonableness of their solutions.                                                                                     | Opportunities for students to assess reasonableness are presented throughout the text, such as Lesson 6-1 Example 1 (p. 300), in which students check calculations with alternate approaches.                                                                                                                      | Opportunities for students to assess reasonableness are presented throughout the text, such as Lesson 8-2 Example 2 (p. 419), in which students check calculations when solving problems.                                                                                                    |
| 27 | Examples of Real World Contexts                                                                     | Examples of Real World Contexts                               | N/A                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                              |
| 28 |                                                                                                     |                                                               |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                              |
| 29 |                                                                                                     |                                                               |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                              |
| 30 |                                                                                                     |                                                               |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                              |
| 31 |                                                                                                     |                                                               |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                              |
| 32 |                                                                                                     |                                                               |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                              |

|    | I                                                                                                                                                                                                                    | J | K |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 21 |                                                                                                                                                                                                                      |   |   |
| 22 |                                                                                                                                                                                                                      |   |   |
| 23 |                                                                                                                                                                                                                      |   |   |
| 24 | Multiple representations are presented and connected throughout the text. Selected examples are provided here, such as choosing appropriate data displays (box plots, circle graphs, and bar charts) on pp. 338-339. |   |   |
| 25 |                                                                                                                                                                                                                      |   |   |
| 26 | Opportunities for students to assess reasonableness are presented throughout the text, such as Lesson 8-6 Example 5 (p. 452), in which students check reasonableness by evaluating results in a given context.       |   |   |
| 27 |                                                                                                                                                                                                                      |   |   |
| 28 |                                                                                                                                                                                                                      |   |   |
| 29 |                                                                                                                                                                                                                      |   |   |
| 30 |                                                                                                                                                                                                                      |   |   |
| 31 |                                                                                                                                                                                                                      |   |   |
| 32 |                                                                                                                                                                                                                      |   |   |

**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>  
**Sent:** Tuesday, May 03, 2022 9:47 AM EDT  
**To:** rachel.scanga@savvas.com <rachel.scanga@savvas.com>  
**CC:** Hamilton, Lauren; Seeds, Cathy; Rivers1, Angelia  
**Subject:** RE: Savvas Learning Company Grade 7 appeal  
**Attachment(s):** "Copy of Savvas Grade 7 - Publisher Appeal 4.26.22 (1).xlsx", "image003.png", "image004.png"

Hi Rachel,

Our math specialists have been reviewing at your appeal spreadsheet and have a request. Can you please provide direct links to the materials, even if you aren't changing anything, so that they can view the alignment along with your justification? I've attached the spreadsheet and have highlighted (in blue) the areas where links are needed. If it isn't highlighted, the evidence that you provided is sufficient to see the alignment.  
Let me know if you have questions.

Thank you!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

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**From:** Seeds, Cathy <Cathy.Seeds@fldoe.org>  
**Sent:** Thursday, April 28, 2022 8:09 AM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>  
**Subject:** FW: Savvas Learning Company Grade 7 appeal

Cathy Seeds  
Director, Library Media & Instructional Materials  
Bureau of Standards & Instructional Support  
Florida Department of Education

DOE Logo

**From:** Rachel Powers-Scanga <rachel.scanga@savvas.com>  
**Sent:** Wednesday, April 27, 2022 9:28 AM  
**To:** Seeds, Cathy <Cathy.Seeds@fldoe.org>; Richmond, James <James.Richmond@fldoe.org>; Andy Yoo <andy.yoo@savvas.com>; Kevin Schutz <kevin.schutz@savvas.com>; mdaughton@mmd-lawfirm.com; Heidi Bruhn <heidi.bruhn@savvas.com>; Heather Boyd <heather.boyd@savvas.com>; Ben Koth <ben.koth@savvas.com>; James Lippe <james.lippe@savvas.com>  
**Subject:** Savvas Learning Company Grade 7 appeal

Please accept this correspondence and subsequent attachments as a response to and formal appeal of the instructional materials adoption recommendation for Savvas Learning Company.

We request a quick review of our appeal and immediate placement of our grade 7 FL enVision B.E.S.T. Mathematics on the state adopted instructional materials list.

Thank you,  
Rachel

|   | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | B                                        |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                          |
| 2 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                          |
| 3 | Standard Below 3<br>(if applicable)                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Special Topic Concern<br>(If applicable) |
| 4 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                          |
| 5 | <p><b>MA.7.AR.1.2</b> Determine whether two linear expressions are equivalent</p> <p><u>Clarifications</u></p> <ul style="list-style-type: none"> <li>• Clarification 1: Instruction includes using properties of operations accurately and efficiently.</li> <li>• Clarification 2: Instruction includes linear expressions in any form with rational coefficients.</li> <li>• Clarification 3: Refer to Properties of Operations, Equality and Inequality (Appendix D).</li> </ul> | N/A                                      |
| 6 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                          |

COURSE Grade Seven Mathematics

BID 390

Publisher (Savvas) Comments

**Publisher Summary:**  
*enVision Florida B.E.S.T. Mathematics, Grade 7* was written specifically to align with Florida’s B.E.S.T. Standards for Mathematics, including the Mathematical Thinking and Reasoning (MTR) Standards. We believe that these materials fully address the required standards and benchmarks and meet all required specifications for adoption. Both of the state’s reviewers agreed, and recommended this product for adoption. However, the state has not recommended the product for adoption citing a state-specific standards score that did not meet the numerical threshold for adoption. In this response, we intend to show that several of the scores should be raised and that *enVision Florida B.E.S.T. Mathematics, Grade 7* should be approved for adoption.

**Part 1 - Inconsistency of Reviews**  
 We believe that the reviews for Grade 7 were inconsistent both with the overall review process and with other reviews. While most reviewers worked on a 5-point scale, the Grade 7 reviewers issued only three 5-point ratings (Very Good Alignment) for the Mathematical Thinking and Reasoning Standards and the ELA Standards, and zero 5-point ratings for any Mathematics Benchmarks, even when their comments are entirely positive and/or include no noted deficiencies. When compared to the reviews of other Savvas mathematics courses for Grades 6-8, there is an obvious anomaly. *All enVision Mathematics Florida B.E.S.T.* courses were created by the same team of authors, editors, and consultants, and follow the same pedagogy and lesson format.

| Savvas Program      | Number of 5-Point Ratings for Standards Benchmarks (by both reviewers) | Percentage of 5-Point Ratings for Standards Benchmarks |
|---------------------|------------------------------------------------------------------------|--------------------------------------------------------|
| <b>Grade 7</b>      | <b>3</b>                                                               | <b>3%</b>                                              |
| Grade 6             | 93                                                                     | 85%                                                    |
| Grade 8 Pre-Algebra | 85                                                                     | 77%                                                    |
| Accelerated Grade 6 | 107                                                                    | 75%                                                    |
| Accelerated Grade 7 | 141                                                                    | 99%                                                    |

below. Procedures and creates an enormous discrepancy with other reviews. In addition, the lack of meeting the required threshold of an average rating of 4 nearly impossible. Accelerated Grades, and yet, the Grade 7 ratings are consistently lower than those not warrant the discrepancy in ratings. Examples of these discrepancies are provided

| Benchmark                                                                  | Grade 7 Reviewer 1 (Champion) | Grade 7 Reviewer 2 (Pitts) | Grade 6 Accelerated Reviewer 1 | Grade 6 Accelerated Reviewer 2 |
|----------------------------------------------------------------------------|-------------------------------|----------------------------|--------------------------------|--------------------------------|
| <b>MA.7.AR.1.2</b> Determine whether two linear expressions are equivalent | 4                             | 4                          | 5                              | 5                              |

**Clarifications**  
*Clarification 1:* Instruction includes using properties of operations accurately and efficiently.  
*Clarification 2:* Instruction includes linear expressions in any form with rational coefficients.

Students combine like terms, expand, and use the properties of operations to create and

Benchmark clarifications are addressed

Lessons highlighted here cover the benchmark and provide ample opportunity for students to

This standard is taught well

Very Good Alignment) while both Grade 6 Accelerated reviewers rated alignment of the

|   | D                       | E                               | F | G   | H | I | J                                                                                                                | K |
|---|-------------------------|---------------------------------|---|-----|---|---|------------------------------------------------------------------------------------------------------------------|---|
| 1 |                         |                                 |   |     |   |   | <b>Reviewer Evaluation Scale:</b><br>5- Very Good<br>4- Good<br>3- Fair<br>2- Poor<br>1 - Very Poor/No Alignment |   |
| 2 |                         |                                 |   |     |   |   |                                                                                                                  |   |
| 3 | Savvas Link to Evidence | Link to correction in materials |   |     |   |   |                                                                                                                  |   |
| 4 |                         |                                 |   |     |   |   |                                                                                                                  |   |
| 5 |                         |                                 |   |     |   |   |                                                                                                                  |   |
| 6 |                         |                                 |   | N/A |   |   |                                                                                                                  |   |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | B   |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 7  | <p><b>MA.7.AR.2.2</b> Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.</p> <p><u>Clarifications</u></p> <ul style="list-style-type: none"> <li>• Clarification 1: Instruction focuses the application of the properties of equality. Refer to Properties of Operations, Equality and Inequality (Appendix D).</li> <li>• Clarification 2: Instruction includes equations in the forms <math>px \pm q = r</math> and <math>p(x \pm q) = r</math>, where p, q and r are specific rational numbers.</li> <li>• Clarification 3: Problems include linear equations where the variable may be on either side of the equal sign.</li> </ul> | N/A |
| 8  | <p><b>MA.7.AR.3.1</b> Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.</p> <p><u>Clarifications</u></p> <ul style="list-style-type: none"> <li>• Clarification 1: Instruction includes discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error.</li> </ul>                                                                                                                                                                                                                                                                                                                                                       | N/A |
| 9  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |     |
| 10 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |     |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                     |                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|
| <p><u>Clarification 3: Refer to Properties of Operations, Equality and Inequality (Appendix D).</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Identity equivalent expressions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>practices.</p>                   | <p>C</p>                            |
| <p><b>MA.7.AR.2.2</b> Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.</p> <p><b>Clarifications</b><br/> Clarification 1: Instruction focuses the application of the properties of equality. Refer to Properties of Operations, Equality and Inequality (Appendix D).<br/> Clarification 2: Instruction includes equations in the forms <math>px+q=r</math> and <math>p(x+q)=r</math>, where <math>p</math>, <math>q</math> and <math>r</math> are specific rational numbers.<br/> Clarification 3: Problems include linear equations where the variable may be on either side of</p> | <p>4</p> <p>4</p> <p>5</p> <p>5</p> <p>Excellent alignment with the instructional models from the B1G-M.</p> <p>on's review confirms that all requirements were met. Ms. Pitts' review includes a positive note for not rating this benchmark coverage as 5 (Very Good Alignment) as the Accelerated</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>4</p> <p>4</p> <p>5</p> <p>5</p> | <p>4</p> <p>4</p> <p>5</p> <p>5</p> |
| <p><b>MA.7.AR.3.1</b> Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.</p> <p><b>Clarifications</b><br/> Clarification 1: Instruction includes discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error.</p>                                                                                                                                                                                                                                                                                                                                                      | <p><b>Benchmark</b></p> <p>Grade 7 Reviewer 1 (Champion)</p> <p>Grade 7 Reviewer 2 (Pitts)</p> <p>Grade 6 Accelerated Reviewer 1</p> <p>Grade 6 Accelerated Reviewer 2</p> <p>Covers all percent examples defined in the clarifications. All presented in real world problems and are relatable to the audience.</p> <p>Real world problems are given to practice percent (also relatable, such as percent of phone battery).</p> <p>Very good alignment. I really like how the distinction is made between a ratio and a fraction, even though they are both written in the same format.</p> <p>This standard is taught well</p> <p>on's review confirms that all requirements of the clarifications were met. Neither Grade 7</p> <p>or Accelerated 6 Reviewers did.</p> <p>Good Alignment) without any indication of why the content was not rated a 5 (Very Good between the scores in the Grade 7 review and other similar reviews (including the</p> | <p>4</p> <p>4</p> <p>5</p> <p>5</p> | <p>4</p> <p>4</p> <p>5</p> <p>5</p> |
| <p><b>Part 2 - Benchmark-Specific Responses</b></p> <p>In specific cases, we believe the reviewers also missed content or made some judgments in their ratings that were pedagogical or related to preference of implementation, rather than focused strictly on the question of whether the standard was effectively addressed in the course. Specific examples are provided below.</p>                                                                                                                                                                                                                                                                                   | <p>9</p> <p>10</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>9</p> <p>10</p>                  | <p>9</p> <p>10</p>                  |



|    | D | E | F   | G | H | I | J | K |
|----|---|---|-----|---|---|---|---|---|
| 7  |   |   | N/A |   |   |   |   |   |
| 8  |   |   | N/A |   |   |   |   |   |
| 9  |   |   |     |   |   |   |   |   |
| 10 |   |   |     |   |   |   |   |   |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | B   |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 11 | <p><b>MA.7.AR.2.1</b> Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.</p> <p><u>Benchmark Clarifications:</u></p> <ul style="list-style-type: none"> <li>• Clarification 1: Instruction focuses on the properties of inequality. Refer to Properties of Operations, Equality and Inequality (Appendix D).</li> <li>• Clarification 2: Instruction includes inequalities in the forms <math>px &gt; q</math>; <math>xp &gt; q</math>; <math>x \pm p &gt; q</math> and <math>p \pm x &gt; q</math>, where <math>p</math> and <math>q</math> are specific rational numbers and any inequality symbol can be represented.</li> <li>• Clarification 3: Problems include inequalities where the variable may be on either side of the inequality symbol.</li> </ul> | N/A |
| 12 | <p><b>MA.7.AR.3.2</b> Apply previous understanding of ratios to solve real-world problems involving proportions.</p> <p><u>Example:</u> Scott is mowing lawns to earn money to buy a new gaming system and knows he needs to mow 35 lawns to earn enough money. If he can mow 4 lawns in 3 hours and 45 minutes, how long will it take him to mow 35 lawns? Assume that he can mow each lawn in the same amount of time.</p> <p><u>Example:</u> Ashley normally runs 10-kilometer races which is about 6.2 miles. She wants to start training for a half-marathon which is 13.1 miles. How many kilometers will she run in the half-marathon? How does that compare to her normal 10K race distance?</p>                                                                                                                                                | N/A |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | (Champion)                                                                                                                                  | (Pitts)                                                                                                                             | Reviewer 1                                             | Reviewer 2                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------|
| <p><b>MA.7.AR.2.1</b> Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.</p> <p><b>Benchmark Clarifications:</b><br/>                     Clarification 1: Instruction focuses on the properties of inequality. Refer to Properties of Operations, Equality and Inequality (Appendix D).<br/>                     Clarification 2: Instruction includes inequalities in the forms <math>px &gt; q</math>, <math>x &gt; p</math>; <math>x \pm p &gt; q</math> and <math>p \pm x &gt; q</math>, where <math>p</math> and <math>q</math> are specific rational numbers and any inequality symbol can be represented.<br/>                     Clarification 3: Problems include inequalities where the variable may be on either side of the inequality symbol.</p> | <p>Presents one and two step inequalities. They are represented algebraically and graphically. Required forms of inequalities are used.</p> | <p>Benchmark is covered, more examples of solving different types of inequalities (relating them back to equations) are needed.</p> | <p>The highlighted lessons align to the benchmark.</p> | <p>This standard is taught well</p> |

s are included. Lesson 5-3 Solve Inequalities Using Addition or Subtraction (pp. 271–276) with inequalities on either side of the inequality symbol. Similarly, Lesson 5-4 Solve Inequalities on Either Side of the Inequality Symbol (pp. 277–280) includes all four inequality symbols and problems with inequalities on either side of the inequality symbol. Additional instruction and practice opportunities can be found in the Topic Review (pp. 289–290).

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                               |                                                                                                                                    |                                                                                                                                                                                                                                            |                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| <p><b>11</b></p> <p>As Ms. Pitts commented, this benchmark is covered, and all examples of solving different types of inequalities required by the Benchmark Clarifications are included. Therefore, we request that the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).</p>                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                               |                                                                                                                                    |                                                                                                                                                                                                                                            |                                                   |
| <p><b>MA.7.AR.3.2</b> Apply previous understanding of ratios to solve real-world problems involving proportions.</p> <p><b>Example:</b> Scott is mowing lawns to earn money to buy a new gaming system and knows he needs to mow 35 lawns to earn enough money. If he can mow 4 lawns in 3 hours and 45 minutes, how long will it take him to mow 35 lawns? Assume that he can mow each lawn in the same amount of time.</p> <p><b>Example:</b> Ashley normally runs 10-kilometer races which is about 6.2 miles. She wants to start training for a half-marathon which is 13.1 miles. How many kilometers will she run in the half-marathon? How does that compare to her normal 10K race distance?</p> | <p>4</p> <p>real world problems involving proportional relationships are used-time and money, and recipes</p> | <p>3</p> <p>Ratios are more tied to percent problems rather than proportion problems (although proportions are used to solve).</p> | <p>3</p> <p>The highlighted lessons only expose students to using proportions to solve real-world problems involving percentages. I would think there should be questionings involving proportions that do not pertain to percentages.</p> | <p>5</p> <p>This standard is taught very well</p> |
| <p><b>12</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                               |                                                                                                                                    |                                                                                                                                                                                                                                            |                                                   |

-4, and 3-5. Two reviewers suggest that the course does not address non-percent problems (see link in Column D) in which students apply proportions to solve a wide variety of problems (see link in Column E).  
 The score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).

|    | D                                                                         | E                            | F   | G | H | I | J | K |
|----|---------------------------------------------------------------------------|------------------------------|-----|---|---|---|---|---|
| 11 |                                                                           |                              | N/A |   |   |   |   |   |
| 12 | <a href="#">Lesson 2-5 Apply Proportional Reasoning To Solve Problems</a> | <a href="#">Topic Review</a> | N/A |   |   |   |   |   |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | B   |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 13 | <p><b>MA.7.AR.3.3</b> Solve mathematical and real-world problems involving the conversion of units across different measurement systems.</p> <p>Clarification 1: Problem types are limited to length, area, weight, mass, volume and money.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | N/A |
| 14 | <p><b>MA.7.AR.4.4</b> Given any representation of a proportional relationship, translate the representation to a written description, table or equation.</p> <p>Example: The written description, there are 60 minutes in 1 hour, can be represented as the equation <math>m=60h</math>.</p> <p>Example: Gina works as a babysitter and earns \$9 per hour. She would like to earn \$100 to buy a new tennis racket. Gina wants to know how many hours she needs to work. She can use the equation <math>h=19e</math>, where <math>e</math> is the amount of money earned, <math>h</math> is the number of hours worked and 19 is the constant of proportionality.</p> <p>Benchmark Clarifications:<br/> Clarification 1: Given representations are limited to a written description, graph, table or equation.<br/> Clarification 2: Instruction includes equations of proportional relationships in the form of <math>y=px</math>, where <math>p</math> is the constant of proportionality.</p> | N/A |

| Benchmark                                                                                                                                                                                                                                              | Grade 7 Reviewer 1 (Champion)                                                  | Grade 7 Reviewer 2 (Pitts) | Grade 7 Accelerated Review                                | Grade 7 Accelerated Review |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------|-----------------------------------------------------------|----------------------------|
| <p><b>MA.7.AR.3.3</b> Solve mathematical and real-world problems involving the conversion of units across different measurement systems.</p> <p><u>Clarification 1:</u> Problem types are limited to length, area, weight, mass, volume and money.</p> | 2                                                                              | 4                          | 5                                                         | 5                          |
| <p>Concept related to proportional relationships -only lengths and weight, and mass are used. Area, volume and money are left out. A few pages address capacity which is not in the clarifications.</p>                                                | <p>Benchmark is covered well and is connected to previously learned skill.</p> | <p>Metric conversions</p>  | <p>Really good discourse supports embedded in the TE.</p> |                            |

13 request that the score of 2 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).

| Benchmark                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Grade 7 Reviewer 1 (Champion)                                                                                                                | Grade 7 Reviewer 2 (Pitts)                  | Grade 7 Accelerated Review                                              | Grade 7 Accelerated Review |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|-------------------------------------------------------------------------|----------------------------|
| <p><b>MA.7.AR.4.4</b> Given any representation of a proportional relationship, translate the representation to a written description, table or equation.</p> <p><u>Example:</u> The written description, there are 60 minutes in 1 hour, can be represented as the equation <math>m=60h</math>.</p> <p><u>Example:</u> Gina works as a babysitter and earns \$9 per hour. She would like to earn \$100 to buy a new tennis racket. Gina wants to know how many hours she needs to work. She can use the equation <math>\frac{1}{9}=19e</math>, where <math>e</math> is the amount of money earned, <math>h</math> is the number of hours worked and 19 is the constant of proportionality.</p> <p><b>Benchmark Clarifications:</b></p> <ul style="list-style-type: none"> <li>Clarification 1: Given representations are limited to a written description, graph, table or equation.</li> <li>Clarification 2: Instruction</li> </ul> | 4                                                                                                                                            | 3                                           | 5                                                                       | 5                          |
| <p>Ample opportunities to explore and practice translating proportional representations into written descriptions, tables or equations. Converting units are embedded in this skill.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Benchmark is covered: it is dispersed throughout ratio and proportion lessons and connected to other ratio and proportion benchmarks.</p> | <p>Translate proportional relationships</p> | <p>Good variety of examples matching B1G-M Instructional Strategies</p> |                            |

viewer comments, lack of any noted deficiencies, and the “ample opportunities to explore and request that the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good

|    | D | E                                                                                                                                      | F   | G | H | I | J | K |
|----|---|----------------------------------------------------------------------------------------------------------------------------------------|-----|---|---|---|---|---|
| 13 |   | Lesson 2-4 (includes problems on area, volume, and money). See the <a href="#">Try It!</a> , Example 3, and <a href="#">Item #11</a> . | N/A |   |   |   |   |   |
| 14 |   |                                                                                                                                        | N/A |   |   |   |   |   |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | B   |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 15 | <p><b>MA.7.DP.2.4</b> Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.</p> <p>Clarification 1: Instruction includes representing probability as a fraction, percentage or decimal.</p> <p>Clarification 2: Instruction includes recognizing that experimental probabilities may differ from theoretical probabilities due to random variation. As the number of repetition increases experimental probabilities will typically better approximate the theoretical probabilities.</p> <p>Clarification 3: Experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner.</p> | N/A |
| 16 | <p><b>MA.7.GR.1.1</b> Apply formulas to find the areas of trapezoids, parallelograms and rhombi.</p> <p>Clarification 1: Instruction focuses on the connection from the areas of trapezoids, parallelograms and rhombi to the areas of rectangles or triangles.</p> <p>Clarification 2: Within this benchmark, the expectation is not to memorize area formulas for trapezoids, parallelograms and rhombi.</p>                                                                                                                                                                                                                                                                                                                                           | N/A |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>includes equations of proportional relationships in the form of <math>y=px</math>, where <math>p</math> is the constant of proportionality.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>1</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>MA.7.DP.2.4</b> Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.</p> <p><u>Clarification 1:</u> Instruction includes representing probability as a fraction, percentage or decimal.</p> <p><u>Clarification 2:</u> Instruction includes recognizing that experimental probabilities may differ from theoretical probabilities due to random variation. As the number of repetition increases experimental probabilities will typically better approximate the theoretical probabilities.</p> <p><u>Clarification 3:</u> Experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner</p> | <p>3</p> <p>4</p> <p>5</p> <p>5</p> <p>3. Pitts comments that the “instruction does a good job of explaining how to compare and “taught well.” Ms. Champion mentions that one aspect of one clarification (“random all aspects of the benchmark and its clarifications are addressed, we request that the score of 3 be</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>MA.7.GR.1.1</b> Apply formulas to find the areas of trapezoids, parallelograms and rhombi.</p> <p><u>Clarification 1:</u> Instruction focuses on the connection from the areas of trapezoids, parallelograms and rhombi to the areas of rectangles or triangles.</p> <p><u>Clarification 2:</u> Within this benchmark, the expectation is not to memorize area formulas for trapezoids, parallelograms and rhombi.</p>                                                                                                                                                                                                                                                                                                                                                 | <p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pitts) 3</p> <p>Grade 6 Accelerated Review 4</p> <p>Grade 6 Accelerated Review 4</p> <p>Connects the area of rhombi, parallelograms, and trapezoids to that of rectangles and squares.</p> <p>Formulas are derived from previously learned formulas; there could be some confusion with the trapezoid formula because it is derived from a parallelogram in one part of the lesson, but then decomposed into a rectangle and two triangles in another part of</p> <p>The highlighted lessons align completely to the benchmark, however, I would have liked to see additional practice problems for this benchmark.</p> <p>This standard is taught well</p> <p>hat the content “aligns completely” and another adding that it is “taught well.” Ms. Pitts ea formulas, but this is, in fact, the point of Clarification 1. This connection to the areas of t enVision Florida B.E.S.T. Mathematics Grade 7 fully aligns to the expectations of this Alignment) or 5 (Very Good Alignment).</p> |



|    | D | E                                                          | F   | G | H | I | J | K |
|----|---|------------------------------------------------------------|-----|---|---|---|---|---|
| 15 |   | <a href="#">Example of Clarification 2 (see Example 2)</a> | N/A |   |   |   |   |   |
| 16 |   |                                                            | N/A |   |   |   |   |   |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | B   |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 17 | <p><b>MA.7.GR.1.2</b> Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.</p> <p><u>Clarification 1:</u> Within this benchmark, the expectation is not to find areas of figures on the coordinate plane or to find missing dimensions.</p>                                                                                                                                                                                     | N/A |
| 18 | <p><b>MA.7.GR.2.2</b> Solve real-world problems involving surface area of right circular cylinders.</p> <p><u>Clarification 1:</u> Within this benchmark, the expectation is not to memorize the surface area formula for a right circular cylinder or to find radius as a missing dimension.</p> <p><u>Clarification 2:</u> Solutions may be represented in terms of pi (<math>\pi</math>) or approximately.</p>                                                                                                              | N/A |
| 19 | <p><b>MA.7.NSO.1.1</b> Know and apply the Laws of Exponents to evaluate numerical expressions, and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.</p> <p><u>Clarification 1:</u> Instruction focuses on building the Laws of Exponents from specific examples. Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents.</p> <p><u>Clarification 2:</u> Problems in the form <math>a^m \cdot a^n = a^p</math> must result in a whole-number value for p.</p> | N/A |
| 20 | <p><b>MA.7.NSO.2.1</b> Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.</p> <p><u>Clarification 1:</u> Multi-step expressions are limited to 6 or fewer steps.</p>                                                                                                                                                                                                                                                | N/A |

|                                                                                                                                                                        |                                                                                                             |                                                                                                                                |                                                                                                                                                           |                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
|                                                                                                                                                                        | the lesson.                                                                                                 |                                                                                                                                |                                                                                                                                                           |                              |
| <b>Benchmark</b>                                                                                                                                                       | <b>Reviewer 1 (Champion)</b>                                                                                | <b>Reviewer 2 (Pitts)</b>                                                                                                      | <b>Accelerated Review</b>                                                                                                                                 | <b>Accelerated Review</b>    |
| <b>MA.7.GR.1.2</b> Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals. | 3                                                                                                           | 3                                                                                                                              | 4                                                                                                                                                         | 5                            |
| <b>Clarification 1:</b> Within this benchmark, the expectation is not to find areas of figures on the coordinate plane or to find missing dimensions.                  | Students are expected to find the area of composite figures; however, few real work problems are presented. | I feel that the lesson needs to start off with less complex figures, then move into more complex as students feel comfortable. | The large majority of problems included in this lesson are mathematical rather than real-world. I would have liked to see a more even balance of the two. | This standard is taught well |

17 or 5 (Very Good Alignment).

|                                                                                                    |                                      |                                                           |                                   |                                   |
|----------------------------------------------------------------------------------------------------|--------------------------------------|-----------------------------------------------------------|-----------------------------------|-----------------------------------|
| <b>Benchmark</b>                                                                                   | <b>Grade 7 Reviewer 1 (Champion)</b> | <b>Grade 7 Reviewer 2 (Pitts)</b>                         | <b>Grade 7 Accelerated Review</b> | <b>Grade 7 Accelerated Review</b> |
| <b>MA.7.GR.2.2</b> Solve real-world problems involving surface area of right circular cylinders.   | 4                                    | 3                                                         | 5                                 | 5                                 |
| <b>Clarification 1:</b> Within this benchmark, the expectation is not to memorize the surface area | Real world problems are used.        | The examples given use real world problems; more practice | SA cylinders                      | Good problem set of real world    |

states that the examples given use real world problems, Ms. Champion agrees, and a Grade 7 application. Ms. Pitts expresses a desire “for more practice problems,” but this is a the full *enVision Florida B.E.S.T. Mathematics Grade 7* course provides numerous additional *enVision Florida B.E.S.T. Mathematics Grade 7* fully aligns to the expectations of this (ment) or 5 (Very Good Alignment).

|                                                                                                                                                                                                        |                                                               |                                                                                     |                                   |                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------|------------------------------------------------------|
| <b>Benchmark</b>                                                                                                                                                                                       | <b>Grade 7 Reviewer 1 (Champion)</b>                          | <b>Grade 7 Reviewer 2 (Pitts)</b>                                                   | <b>Grade 7 Accelerated Review</b> | <b>Grade 7 Accelerated Review</b>                    |
| <b>MA.7.NSO.1.1</b> Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases. | 4                                                             | 3                                                                                   | 5                                 | 5                                                    |
| <b>Clarification 1:</b> Instruction focuses on building the Laws of Exponents from specific examples. Refer to                                                                                         | Provides lots of opportunities to apply the laws of exponents | Instruction focuses on building the laws, I feel that the laws should be spread out | law of exponents                  | Good integration of error analysis into the lessons. |

ent or coverage of this Benchmark. The content of *enVision B.E.S.T. Florida Mathematics* and therefore, we request that the score of 3 be reconsidered and improved to a 4 (Good

|                                                                                           |                                      |                                   |                                   |                                   |
|-------------------------------------------------------------------------------------------|--------------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| <b>Benchmark</b>                                                                          | <b>Grade 7 Reviewer 1 (Champion)</b> | <b>Grade 7 Reviewer 2 (Pitts)</b> | <b>Grade 6 Accelerated Review</b> | <b>Grade 6 Accelerated Review</b> |
| <b>MA.7.NSO.2.1</b> Solve mathematical problems using multi-step order of operations with | 3                                    | 3                                 | 4                                 | 5                                 |

problems include grouping symbols, whole number exponents, and absolute value as required rifications. stify a rating of 3. Ms. Pitts expresses a preference for additional extension; these *Mathematics Grade 7* fully aligns to the expectations of this Benchmark and we request that

|    | D                                                             | E                                                                       | F   | G | H | I | J | K |
|----|---------------------------------------------------------------|-------------------------------------------------------------------------|-----|---|---|---|---|---|
| 17 | <a href="#">Example of Real World Problem (see Example 2)</a> | <a href="#">Examples of Real World Problems (see Items #10 and #12)</a> | N/A |   |   |   |   |   |
| 18 |                                                               |                                                                         | N/A |   |   |   |   |   |
| 19 |                                                               |                                                                         | N/A |   |   |   |   |   |
| 20 |                                                               |                                                                         | N/A |   |   |   |   |   |

|    | A                                                                                                                                                                                             | B   |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|    | <b>MA.7.NSO.2.3</b> Solve real-world problems involving any of the four operations with rational numbers.                                                                                     | N/A |
| 21 | Clarification 1: Instruction includes using one or more operations to solve problems.<br><b>MA.K12.MTR.1.1</b> Actively participate in effortful learning both individually and collectively. | N/A |
| 22 | (continued)                                                                                                                                                                                   |     |
| 23 |                                                                                                                                                                                               |     |
| 24 | <b>MA.K12.MTR.2.1</b> Demonstrate understanding by representing problems in multiple ways.                                                                                                    | N/A |
| 25 | <b>MA.K12.MTR.4.1</b> Engage in discussions that reflect on the mathematical thinking of self and others.                                                                                     | N/A |
| 26 | <b>MA.K12.MTR.6.1</b> Assess the reasonableness of solutions.                                                                                                                                 | N/A |
| 27 | <b>MA.K12.MTR.7.1</b> Apply mathematics to real-world contexts.                                                                                                                               | N/A |
| 28 |                                                                                                                                                                                               |     |
| 29 |                                                                                                                                                                                               |     |
| 30 |                                                                                                                                                                                               |     |
| 31 |                                                                                                                                                                                               |     |
| 32 |                                                                                                                                                                                               |     |
| 33 |                                                                                                                                                                                               |     |
| 34 |                                                                                                                                                                                               |     |
| 35 |                                                                                                                                                                                               |     |
| 36 |                                                                                                                                                                                               |     |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>rational numbers including grouping symbols, whole-number exponents and absolute value.</p> <p><u>Clarification 1:</u> Multi-step expressions are limited to 6 or fewer steps.</p>                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Limited to 6 or fewer steps-includes grouping symbols, whole number exponents, and absolute value</p> <p>Lesson instruction and practice is covered well, although the skill needs to be extended a little further.</p> <p>Very limited practice with absolute value and whole number exponents.</p> <p>I like how it is broken down into steps</p>                                                        |
| <p>22</p> <p>Every participant in the effortful learning both individually and collectively.</p> <p>Three Act Math in the beginning of the unit could be used to engage students. Subsequent</p> <p>Every lesson provides an opportunity for students to give an explanation of what they</p> <p>Strong evidence of MTR.1.1 throughout material and also contains explicit</p> <p>I like that it tells the student to persevere</p> <p>topic activity promotes social interactions in an academic setting</p> <p>Many opportunities to engage throughout all components of the lessons.</p> | <p>3</p> <p>4</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p>                                                                                                                                                                                                                                                                                                            |
| <p>24</p> <p><b>Mathematical Thinking Reviewer 1</b></p> <p>Grade 7 Reviewer 1 (Pitts)</p> <p>Grade 7 Reviewer 2 (Pitts)</p> <p>Grade 6 Accelerated Review</p> <p>Grade 7 Accelerated Review</p>                                                                                                                                                                                                                                                                                                                                                                                            | <p>3</p> <p>5</p> <p>5</p> <p>3</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p>                                                                                                                                                                                                                                                                                                                              |
| <p>25</p> <p>Engage in discussions that reflect on the</p> <p><b>Mathematical Thinking and Reasoning Standard</b></p> <p>MA.K12.MTR.4.1</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>3</p> <p>5</p> <p>5</p> <p>3</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p>                                                                                                                                                                                                                                                                                                                                       |
| <p>26</p> <p><b>Mathematical Thinking and Reasoning Standard</b></p> <p>MA.K12.MTR.6.1</p> <p>Assess the</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>3</p> <p>4</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p>                                                                                                                                                                                                                                                                                                                                       |
| <p>27</p> <p><b>Mathematical Thinking and Reasoning Standard</b></p> <p>MA.K12.MTR.7.1</p> <p>Apply mathematics to real-world contexts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>4</p> <p>3</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p>                                                                                                                                                                                                                                                                                                                                       |
| <p>28</p> <p>Real world problems are used throughout, but there are areas where they are lacking.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Majority of word problems presented should be reliable for students.</p> <p>Strong evidence of MTR.7.1 throughout material and also contains explicit instruction on MTR.7.1 on page F31 in the SE</p> <p>This standard is evident throughout the book</p> <p>students activate prior knowledge to work out new material</p> <p>Many opportunities to engage throughout all components of the lessons.</p> |
| <p>29</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>30</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>31</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>32</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>33</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>34</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>35</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>36</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                               |



|    | D                                                                                                   | E                                                             | F   | G | H | I | J | K |
|----|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-----|---|---|---|---|---|
| 21 | Examples of Real World Problems (see Examples 1 and 2)                                              | Examples of Real World Problems (see items #12, #13, and #14) | N/A |   |   |   |   |   |
| 22 | Example of Exploratory Activity That Occurs in Every Lesson                                         |                                                               | N/A |   |   |   |   |   |
| 23 | Math Thinking and Reasoning Handbook (Student)                                                      | Math Thinking and Reasoning Handbook (Teacher)                | N/A |   |   |   |   |   |
| 24 |                                                                                                     |                                                               | N/A |   |   |   |   |   |
| 25 | Lesson 2-1 Example (see Thinking and Reasoning, Convince Mel, Do You Understand?, Do You Know How?) |                                                               | N/A |   |   |   |   |   |
| 26 | Examples of Check for Reasonableness (see pages 11, 15, and 16)                                     |                                                               | N/A |   |   |   |   |   |
| 27 | Examples of Real World Contexts                                                                     | Examples of Real World Contexts                               | N/A |   |   |   |   |   |
| 28 |                                                                                                     |                                                               |     |   |   |   |   |   |
| 29 |                                                                                                     |                                                               |     |   |   |   |   |   |
| 30 |                                                                                                     |                                                               |     |   |   |   |   |   |
| 31 |                                                                                                     |                                                               |     |   |   |   |   |   |
| 32 |                                                                                                     |                                                               |     |   |   |   |   |   |
| 33 |                                                                                                     |                                                               |     |   |   |   |   |   |
| 34 |                                                                                                     |                                                               |     |   |   |   |   |   |
| 35 |                                                                                                     |                                                               |     |   |   |   |   |   |
| 36 |                                                                                                     |                                                               |     |   |   |   |   |   |



**From:** Rachel Powers-Scanga <rachel.scanga@savvas.com>

**Sent:** Thursday, May 12, 2022 10:50 AM EDT

**To:** Baumbach; Amber

**CC:** Andy Yoo; Ben Koth; Heidi Bruhn; James Lippe; Kevin Schutz; Richmond, James; Rivers1, Angelia; Seeds, Cathy; mdaughton@mmd-lawfirm.com <mdaughton@mmd-lawfirm.com>

**Subject:** Re: Savvas Learning Company Grade 7 appeal

**Attachment(s):** "image001.png", "image002.png"

Thank you so much for this terrific notification Amber!

Rachel

On Thu, May 12, 2022 at 10:49 AM Baumbach, Amber <Amber.Baumbach@fldoe.org> wrote:

Hi all,

We are happy to inform you that Savvas' grade 7 is fully approved and has been added to the adopted list on our website. It was a pleasure to work with Savvas during the adoption cycle and appeal process.

Thank you,

Amber Baumbach

Library Media & Instructional Materials Program Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

[325 West Gaines Street](#)

[Tallahassee, FL 32399-0400](#)

850-245-9115

DOE email signature

**From:** Rachel Powers-Scanga <rachel.scanga@savvas.com>

**Sent:** Thursday, May 5, 2022 5:30 AM

**To:** Seeds, Cathy <Cathy.Seeds@fldoe.org>

**Cc:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Richmond, James <James.Richmond@fldoe.org>; Heidi Bruhn <heidi.bruhn@savvas.com>; Ben Koth <ben.koth@savvas.com>; James Lippe <james.lippe@savvas.com>; Andy Yoo <andy.yoo@savvas.com>; Kevin Schutz <kevin.schutz@savvas.com>; mdaughton@mmd-lawfirm.com

**Subject:** Re: Savvas Learning Company Grade 7 appeal

Thank you so much Cathy.

Yes, Pearson is the publisher with content rights for all the other titles that were bid and currently on the non-adopted IM list. They will be filing any appeals independently of Savvas.

Rachel

On Thu, May 5, 2022 at 5:21 AM Seeds, Cathy <Cathy.Seeds@fldoe.org> wrote:

Thank you, Rachel. We will review and get back with you shortly.

Just wanted check with you on the appeal request for the other grade levels and bids. On our call it was indicated that the appeal would come directly from Pearson. Is that still the case? Have you all heard from them on their appeal filing?

Thank you,

Cathy

---

**From:** Rachel Powers-Scanga <[rachel.scanga@savvas.com](mailto:rachel.scanga@savvas.com)>

**Sent:** Thursday, May 5, 2022 4:32 AM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>

**Cc:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>; Heather Boyd <[heather.boyd@savvas.com](mailto:heather.boyd@savvas.com)>; Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; Andy Yoo <[andy.yoo@savvas.com](mailto:andy.yoo@savvas.com)>; Kevin Schutz <[kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com)>; [mداughton@mmd-lawfirm.com](mailto:mداughton@mmd-lawfirm.com) <[mداughton@mmd-lawfirm.com](mailto:mداughton@mmd-lawfirm.com)>; James Lippe <[james.lippe@savvas.com](mailto:james.lippe@savvas.com)>

**Subject:** Re: Savvas Learning Company Grade 7 appeal

Good Morning Amber,

Attached you will find the updated spreadsheet from Savvas for grade 7 enVision B.E.S.T. Mathematics with the additional evidence of alignment that was requested.

We appreciate the time the math specialists are taking to review and validate our appeal.

Please let me know if any additional information is needed.

Regards,

Rachel

Hi Rachel,

Our math specialists have been reviewing at your appeal spreadsheet and have a request. Can you please provide direct links to the materials, even if you aren't changing anything, so that they can view the alignment along with your justification?

I've attached the spreadsheet and have highlighted (in blue) the areas where links are needed. If it isn't highlighted, the evidence that you provided is sufficient to see the alignment.

Let me know if you have questions.

Thank you!

Amber Baumbach

Library Media & Instructional Materials Program Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

[325 West Gaines Street](#)

[Tallahassee, FL 32399-0400](#)

850-245-9115

DOE email signature

**From:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>  
**Sent:** Thursday, April 28, 2022 8:09 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Subject:** FW: Savvas Learning Company Grade 7 appeal

Cathy Seeds

Director, Library Media & Instructional Materials

Bureau of Standards & Instructional Support

Florida Department of Education

DOE Logo

**From:** Rachel Powers-Scanga <[rachel.scanga@savvas.com](mailto:rachel.scanga@savvas.com)>  
**Sent:** Wednesday, April 27, 2022 9:28 AM  
**To:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Andy Yoo <[andy.yoo@savvas.com](mailto:andy.yoo@savvas.com)>; Kevin Schutz <[kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com)>; [mداughton@mmd-lawfirm.com](mailto:mداughton@mmd-lawfirm.com); Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>; Heather Boyd <[heather.boyd@savvas.com](mailto:heather.boyd@savvas.com)>; Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; James Lippe <[james.lippe@savvas.com](mailto:james.lippe@savvas.com)>  
**Subject:** Savvas Learning Company Grade 7 appeal

Please accept this correspondence and subsequent attachments as a response to and formal appeal of the instructional materials adoption recommendation for Savvas Learning Company.

We request a quick review of our appeal and immediate placement of our grade 7 FL enVision B.E.S.T. Mathematics on the state adopted instructional materials list.

Thank you,

Rachel

--  
Sent from mobile device, please excuse typos.

**From:** Rachel Powers-Scanga <rachel.scanga@savvas.com>

**Sent:** Thursday, May 05, 2022 4:32 AM EDT

**To:** Baumbach; Amber

**CC:** Hamilton, Lauren; Seeds, Cathy; Rivers1, Angelia; Heidi Bruhn; Heather Boyd; Ben Koth; Andy Yoo; Kevin Schutz; mdaughton@mmd-lawfirm.com <mdaughton@mmd-lawfirm.com>; James Lippe

**Subject:** Re: Savvas Learning Company Grade 7 appeal

**Attachment(s):** "image003.png", "image004.png", "Savvas Grade 7 - Publisher Appeal FINAL 5.4.22.xlsx"

Good Morning Amber,

Attached you will find the updated spreadsheet from Savvas for grade 7 enVision B.E.S.T. Mathematics with the additional evidence of alignment that was requested.

We appreciate the time the math specialists are taking to review and validate our appeal.

Please let me know if any additional information is needed.

Regards,

Rachel

Hi Rachel,

Our math specialists have been reviewing at your appeal spreadsheet and have a request. Can you please provide direct links to the materials, even if you aren't changing anything, so that they can view the alignment along with your justification?

I've attached the spreadsheet and have highlighted (in blue) the areas where links are needed. If it isn't highlighted, the evidence that you provided is sufficient to see the alignment.

Let me know if you have questions.

Thank you!

Amber Baumbach

Library Media & Instructional Materials Program Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street

Tallahassee, FL 32399-0400

850-245-9115

DOE email signature

---

**From:** Seeds, Cathy <Cathy.Seeds@fldoe.org>

**Sent:** Thursday, April 28, 2022 8:09 AM

**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>

**Subject:** FW: Savvas Learning Company Grade 7 appeal

Cathy Seeds

Director, Library Media & Instructional Materials

Bureau of Standards & Instructional Support

Florida Department of Education

DOE Logo



**From:** Rachel Powers-Scanga <[rachel.scanga@savvas.com](mailto:rachel.scanga@savvas.com)>

**Sent:** Wednesday, April 27, 2022 9:28 AM

**To:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Andy Yoo <[andy.yoo@savvas.com](mailto:andy.yoo@savvas.com)>; Kevin Schutz <[kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com)>; [mdaughton@mmd-lawfirm.com](mailto:mdaughton@mmd-lawfirm.com); Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>; Heather Boyd <[heather.boyd@savvas.com](mailto:heather.boyd@savvas.com)>; Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; James Lippe <[james.lippe@savvas.com](mailto:james.lippe@savvas.com)>

**Subject:** Savvas Learning Company Grade 7 appeal

Please accept this correspondence and subsequent attachments as a response to and formal appeal of the instructional materials adoption recommendation for Savvas Learning Company.

We request a quick review of our appeal and immediate placement of our grade 7 FL enVision B.E.S.T. Mathematics on the state adopted instructional materials list.

Thank you,

Rachel

|   | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | B                                        |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                          |
| 2 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                          |
| 3 | Standard Below 3<br>(if applicable)                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Special Topic Concern<br>(If applicable) |
| 4 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                          |
| 5 | <p><b>MA.7.AR.1.2</b> Determine whether two linear expressions are equivalent</p> <p><u>Clarifications</u></p> <ul style="list-style-type: none"> <li>• Clarification 1: Instruction includes using properties of operations accurately and efficiently.</li> <li>• Clarification 2: Instruction includes linear expressions in any form with rational coefficients.</li> <li>• Clarification 3: Refer to Properties of Operations, Equality and Inequality (Appendix D).</li> </ul> | N/A                                      |
| 6 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                          |

COURSE Grade Seven Mathematics

BID 390

Publisher (Savvas) Comments

**Publisher Summary:**  
*enVision Florida B.E.S.T. Mathematics, Grade 7* was written specifically to align with Florida’s B.E.S.T. Standards for Mathematics, including the Mathematical Thinking and Reasoning (MTR) Standards. We believe that these materials fully address the required standards and benchmarks and meet all required specifications for adoption. Both of the state’s reviewers agreed, and recommended this product for adoption. However, the state has not recommended the product for adoption citing a state-specific standards score that did not meet the numerical threshold for adoption. In this response, we intend to show that several of the scores should be raised and that *enVision Florida B.E.S.T. Mathematics, Grade 7* should be approved for adoption.

**Part 1 - Inconsistency of Reviews**

We believe that the reviews for Grade 7 were inconsistent both with the overall review process and with other reviews. While most reviewers worked on a 5-point scale, the Grade 7 reviewers issued only three 5-point ratings (Very Good Alignment) for the Mathematical Thinking and Reasoning Standards and the ELA Standards, and zero 5-point ratings for any Mathematics Benchmarks, even when their comments are entirely positive and/or include no noted deficiencies. When compared to the reviews of other Savvas mathematics courses for Grades 6-8, there is an obvious anomaly. *All enVision Mathematics Florida B.E.S.T.* courses were created by the same team of authors, editors, and consultants, and follow the same pedagogy and lesson format.

| Savvas Program      | Number of 5-Point Ratings for Standards Benchmarks (by both reviewers) | Percentage of 5-Point Ratings for Standards Benchmarks |
|---------------------|------------------------------------------------------------------------|--------------------------------------------------------|
| <b>Grade 7</b>      | <b>3</b>                                                               | <b>3%</b>                                              |
| Grade 6             | 93                                                                     | 85%                                                    |
| Grade 8 Pre-Algebra | 85                                                                     | 77%                                                    |
| Accelerated Grade 6 | 107                                                                    | 75%                                                    |
| Accelerated Grade 7 | 141                                                                    | 99%                                                    |

below. Procedures and creates an enormous discrepancy with other reviews. In addition, the lack of meeting the required threshold of an average rating of 4 nearly impossible. Accelerated Grades, and yet, the Grade 7 ratings are consistently lower than those not warrant the discrepancy in ratings. Examples of these discrepancies are provided

| Benchmark                                                                  | Grade 7 Reviewer 1 (Champion) | Grade 7 Reviewer 2 (Pitts) | Grade 6 Accelerated Reviewer 1 | Grade 6 Accelerated Reviewer 2 |
|----------------------------------------------------------------------------|-------------------------------|----------------------------|--------------------------------|--------------------------------|
| <b>MA.7.AR.1.2</b> Determine whether two linear expressions are equivalent | 4                             | 4                          | 5                              | 5                              |

**Clarifications**  
**Clarification 1:** Instruction includes using properties of operations accurately and efficiently.  
**Clarification 2:** Instruction includes linear expressions in any form with rational coefficients.

Students combine like terms, expand, and use the properties of operations to create and

Benchmark clarifications are addressed

Lessons highlighted here cover the benchmark and provide ample opportunity for students to

This standard is taught well

Very Good Alignment) while both Grade 6 Accelerated reviewers rated alignment of the

|   | D                       | E | F                                                                                                                                                                                                    | G                                                                                                            | H                                                                                                                                                                     |
|---|-------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 |                         |   |                                                                                                                                                                                                      |                                                                                                              |                                                                                                                                                                       |
| 2 |                         |   |                                                                                                                                                                                                      |                                                                                                              |                                                                                                                                                                       |
| 3 | Savvas Link to Evidence |   | Link to correction in materials                                                                                                                                                                      | Additional Link to correction in materials                                                                   | Additional Link to correction in materials                                                                                                                            |
| 4 |                         |   |                                                                                                                                                                                                      |                                                                                                              |                                                                                                                                                                       |
| 5 |                         |   |                                                                                                                                                                                                      |                                                                                                              |                                                                                                                                                                       |
| 6 |                         |   | <p>Lesson 4-2 pp. 191-196: Examples 1-3 include using properties of operations (Clarifications 1 and 3) and expressions with rational coefficients (Clarification 2). Practice exercises follow.</p> | <p>Lesson 4-4 pp. 207-212 focuses on using the Distributive Property to generate equivalent expressions.</p> | <p>Lesson 4-5 pp. 213-218 focuses on equivalent expressions in various forms with a variety of rational coefficients (Clarification 2). See especially Example 3.</p> |



|   | I                                                                                                                   | J | K                                                                                                               |
|---|---------------------------------------------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------------------------------------|
| 1 |                                                                                                                     |   | <b>Reviewer Evaluation Scale:</b><br>5- Very Good<br>4- Good<br>3- Fair<br>2- Poor<br>1- Very Poor/No Alignment |
| 2 |                                                                                                                     |   |                                                                                                                 |
| 3 | Additional Link to correction in materials                                                                          |   |                                                                                                                 |
| 4 |                                                                                                                     |   |                                                                                                                 |
| 5 |                                                                                                                     |   |                                                                                                                 |
| 6 | <a href="#">Lesson 4-8 pp. 237-242 provides additional models, forms, and practice with equivalent expressions.</a> |   |                                                                                                                 |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | B   |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 7  | <p><b>MA.7.AR.2.2</b> Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.</p> <p><u>Clarifications</u></p> <ul style="list-style-type: none"> <li>• Clarification 1: Instruction focuses the application of the properties of equality. Refer to Properties of Operations, Equality and Inequality (Appendix D).</li> <li>• Clarification 2: Instruction includes equations in the forms <math>px \pm q = r</math> and <math>p(x \pm q) = r</math>, where <math>p</math>, <math>q</math> and <math>r</math> are specific rational numbers.</li> <li>• Clarification 3: Problems include linear equations where the variable may be on either side of the equal sign.</li> </ul> | N/A |
| 8  | <p><b>MA.7.AR.3.1</b> Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.</p> <p><u>Clarifications</u></p> <ul style="list-style-type: none"> <li>• Clarification 1: Instruction includes discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                              | N/A |
| 9  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |     |
| 10 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |     |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                     |                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|
| <p><u>Clarification 3: Refer to Properties of Operations, Equality and Inequality (Appendix D).</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Identity equivalent expressions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>practices.</p>                   | <p>C</p>                            |
| <p><b>MA.7.AR.2.2</b> Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.</p> <p><u>Clarifications</u><br/> Clarification 1: Instruction focuses the application of the properties of equality. Refer to Properties of Operations, Equality and Inequality (Appendix D).<br/> Clarification 2: Instruction includes equations in the forms <math>px+q=r</math> and <math>p(x+q)=r</math>, where <math>p</math>, <math>q</math> and <math>r</math> are specific rational numbers.<br/> Clarification 3: Problems include linear equations where the variable may be on either side of</p> | <p>4</p> <p>4</p> <p>5</p> <p>5</p> <p>Excellent alignment with the instructional models from the B1G-M.</p> <p>on's review confirms that all requirements were met. Ms. Pitts' review includes a positive note for not rating this benchmark coverage as 5 (Very Good Alignment) as the Accelerated</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>4</p> <p>4</p> <p>5</p> <p>5</p> | <p>4</p> <p>4</p> <p>5</p> <p>5</p> |
| <p><b>MA.7.AR.3.1</b> Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.</p> <p><u>Clarifications</u><br/> Clarification 1: Instruction includes discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error.</p>                                                                                                                                                                                                                                                                                                                                                      | <p><b>Benchmark</b></p> <p>Grade 7 Reviewer 1 (Champion)</p> <p>Grade 7 Reviewer 2 (Pits)</p> <p>Grade 6 Accelerated Reviewer 1</p> <p>Grade 6 Accelerated Reviewer 2</p> <p>Covers all percent examples defined in the clarifications. All presented in real world problems and are relatable to the audience.</p> <p>Real world problems are given to practice percent (also relatable, such as percent of phone battery).</p> <p>Very good alignment. I really like how the distinction is made between a ratio and a fraction, even though they are both written in the same format.</p> <p>This standard is taught well</p> <p>on's review confirms that all requirements of the clarifications were met. Neither Grade 7</p> <p>ood Alignment) without any indication of why the content was not rated a 5 (Very Good between the scores in the Grade 7 review and other similar reviews (including the</p> | <p>4</p> <p>4</p> <p>5</p> <p>5</p> | <p>4</p> <p>4</p> <p>5</p> <p>5</p> |
| <p><b>Part 2 - Benchmark-Specific Responses</b></p> <p>In specific cases, we believe the reviewers also missed content or made some judgments in their ratings that were pedagogical or related to preference of implementation, rather than focused strictly on the question of whether the standard was effectively addressed in the course. Specific examples are provided below.</p>                                                                                                                                                                                                                                                                                   | <p>Part 2 - Benchmark-Specific Responses</p> <p>In specific cases, we believe the reviewers also missed content or made some judgments in their ratings that were pedagogical or related to preference of implementation, rather than focused strictly on the question of whether the standard was effectively addressed in the course. Specific examples are provided below.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>9</p>                            | <p>10</p>                           |

|    | D | E | F                                                                                                                                                                 | G                                                                                                                                                                                                                                           | H                                                                                                                                                     |
|----|---|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7  |   |   | Lesson 5-1 pp. 257-262 focuses on writing equations, including a variety of forms (Clarification 2) and equations with variables on either side (Clarification 3) | Lesson 5-2 pp. 263-268 focuses on solving two-step equations, including applying properties of equality (Clarification 1), a variety of form with and without parentheses (Clarification 2), and variables on either side (Clarification 3) |                                                                                                                                                       |
| 8  |   |   | Lessons 3-1 and 3-2 pp. 129-140 focus on connecting ratios, proportions, and percentages and include problems on tips (p. 129) and tax (p. 133 #12).              | Lesson 3-4 pp. 151-156 includes multi-step problems with percent increase (Example 1), percent decrease (Example 2), percent error (Example 3).                                                                                             | Lesson 3-5 pp. 161-166 includes problems involving fees (p. 161), markups (Examples 1 and 2), discounts and taxes (Example 3) and more (pp. 164-166). |
| 9  |   |   |                                                                                                                                                                   |                                                                                                                                                                                                                                             |                                                                                                                                                       |
| 10 |   |   |                                                                                                                                                                   |                                                                                                                                                                                                                                             |                                                                                                                                                       |

|    |                                                             |   |   |   |
|----|-------------------------------------------------------------|---|---|---|
|    |                                                             | I | J | K |
| 7  |                                                             |   |   |   |
| 8  | Lesson 3-6 pp. 167-202 focuses on simple interest problems. |   |   |   |
| 9  |                                                             |   |   |   |
| 10 |                                                             |   |   |   |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | B   |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 11 | <p><b>MA.7.AR.2.1</b> Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.</p> <p><u>Benchmark Clarifications:</u></p> <ul style="list-style-type: none"> <li>• Clarification 1: Instruction focuses on the properties of inequality. Refer to Properties of Operations, Equality and Inequality (Appendix D).</li> <li>• Clarification 2: Instruction includes inequalities in the forms <math>px &gt; q</math>; <math>xp &gt; q</math>; <math>x \pm p &gt; q</math> and <math>p \pm x &gt; q</math>, where <math>p</math> and <math>q</math> are specific rational numbers and any inequality symbol can be represented.</li> <li>• Clarification 3: Problems include inequalities where the variable may be on either side of the inequality symbol.</li> </ul> | N/A |
| 12 | <p><b>MA.7.AR.3.2</b> Apply previous understanding of ratios to solve real-world problems involving proportions.</p> <p><u>Example:</u> Scott is mowing lawns to earn money to buy a new gaming system and knows he needs to mow 35 lawns to earn enough money. If he can mow 4 lawns in 3 hours and 45 minutes, how long will it take him to mow 35 lawns? Assume that he can mow each lawn in the same amount of time.</p> <p><u>Example:</u> Ashley normally runs 10-kilometer races which is about 6.2 miles. She wants to start training for a half-marathon which is 13.1 miles. How many kilometers will she run in the half-marathon? How does that compare to her normal 10K race distance?</p>                                                                                                                                                | N/A |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | (Champion)                                                                                                                                  | (Pitts)                                                                                                                             | Reviewer 1                                             | Reviewer 2                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------|
| <p><b>MA.7.AR.2.1</b> Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.</p> <p><b>Benchmark Clarifications:</b><br/>                     Clarification 1: Instruction focuses on the properties of inequality. Refer to Properties of Operations, Equality and Inequality (Appendix D).<br/>                     Clarification 2: Instruction includes inequalities in the forms <math>px &gt; q</math>, <math>x &gt; p</math>; <math>x &lt; p</math> and <math>px &lt; q</math>, where <math>p</math> and <math>q</math> are specific rational numbers and any inequality symbol can be represented.<br/>                     Clarification 3: Problems include inequalities where the variable may be on either side of the inequality symbol.</p> | <p>Presents one and two step inequalities. They are represented algebraically and graphically. Required forms of inequalities are used.</p> | <p>Benchmark is covered, more examples of solving different types of inequalities (relating them back to equations) are needed.</p> | <p>The highlighted lessons align to the benchmark.</p> | <p>This standard is taught well</p> |

s are included. Lesson 5-3 Solve Inequalities Using Addition or Subtraction (pp. 271–276) with inequalities on either side of the inequality symbol. Similarly, Lesson 5-4 Solve Inequalities on Either Side of the Inequality Symbol (pp. 277–280) includes all four inequality symbols and problems with inequalities on either side of the inequality symbol. Additional instruction and practice opportunities can be found in the Topic Review (pp. 289–290).

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |   |   |   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| <p><b>MA.7.AR.3.2</b> Apply previous understanding of ratios to solve real-world problems involving proportions.</p> <p><b>Example:</b> Scott is mowing lawns to earn money to buy a new gaming system and knows he needs to mow 35 lawns to earn enough money. If he can mow 4 lawns in 3 hours and 45 minutes, how long will it take him to mow 35 lawns? Assume that he can mow each lawn in the same amount of time.</p> <p><b>Example:</b> Ashley normally runs 10-kilometer races which is about 6.2 miles. She wants to start training for a half-marathon which is 13.1 miles. How many kilometers will she run in the half-marathon? How does that compare to her normal 10K race distance?</p> | 4 | 3 | 3 | 5 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|

As Ms. Pitts commented, this benchmark is covered, and all examples of solving different types of inequalities required by the Benchmark Clarifications are included. Therefore, we request that the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).

The highlighted lessons only expose students to using proportions to solve real-world problems involving percentages. I would think there should be questionings involving proportions that do not pertain to percentages.

-4, and 3-5. Two reviewers suggest that the course does not address non-percent problems (see link in Column D) in which students apply proportions to solve a wide variety of problems (see link in Column E).

At the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).

|    | D                                                                         | E                            | F                                                                                                                                                                                                                                                                           | G                                                                                                                                                                                                                                                                           | H |
|----|---------------------------------------------------------------------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 11 |                                                                           |                              | Lesson 5-3 pp. 271-276 addresses one-step inequalities involving addition and subtraction, including properties of inequality (Clarification 1), several forms (Clarification 2), and with variables on either side (Clarification 3). Solutions include algebra and graphs | Lesson 5-4 pp. 277-282 addresses one-step inequalities involving multiplication and division, including properties of inequality (Clarification 1), several forms (Clarification 2), and with variables on either side (Clarification 3). Solutions include algebra and gra |   |
| 12 | <a href="#">Lesson 2-5 Apply Proportional Reasoning To Solve Problems</a> | <a href="#">Topic Review</a> | N/A                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                             |   |



|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | B   |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 13 | <p><b>MA.7.AR.3.3</b> Solve mathematical and real-world problems involving the conversion of units across different measurement systems.</p> <p>Clarification 1: Problem types are limited to length, area, weight, mass, volume and money.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | N/A |
| 14 | <p><b>MA.7.AR.4.4</b> Given any representation of a proportional relationship, translate the representation to a written description, table or equation.</p> <p>Example: The written description, there are 60 minutes in 1 hour, can be represented as the equation <math>m=60h</math>.</p> <p>Example: Gina works as a babysitter and earns \$9 per hour. She would like to earn \$100 to buy a new tennis racket. Gina wants to know how many hours she needs to work. She can use the equation <math>h=19e</math>, where <math>e</math> is the amount of money earned, <math>h</math> is the number of hours worked and 19 is the constant of proportionality.</p> <p>Benchmark Clarifications:<br/> Clarification 1: Given representations are limited to a written description, graph, table or equation.<br/> Clarification 2: Instruction includes equations of proportional relationships in the form of <math>y=px</math>, where <math>p</math> is the constant of proportionality.</p> | N/A |

| Benchmark                                                                                                                                                                                                                                              | Grade 7 Reviewer 1 (Champion)                                                  | Grade 7 Reviewer 2 (Pitts) | Grade 7 Accelerated Review                                | Grade 7 Accelerated Review |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------|-----------------------------------------------------------|----------------------------|
| <p><b>MA.7.AR.3.3</b> Solve mathematical and real-world problems involving the conversion of units across different measurement systems.</p> <p><u>Clarification 1:</u> Problem types are limited to length, area, weight, mass, volume and money.</p> | 2                                                                              | 4                          | 5                                                         | 5                          |
| <p>Concept related to proportional relationships—only lengths and weight, and mass are used. Area, volume and money are left out. A few pages address capacity which is not in the clarifications.</p>                                                 | <p>Benchmark is covered well and is connected to previously learned skill.</p> | <p>Metric conversions</p>  | <p>Really good discourse supports embedded in the TE.</p> |                            |

13 request that the score of 2 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).

| Benchmark                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Grade 7 Reviewer 1 (Champion)                                                                                                 | Grade 7 Reviewer 2 (Pitts)                  | Grade 7 Accelerated Review                                              | Grade 7 Accelerated Review |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|-------------------------------------------------------------------------|----------------------------|
| <p><b>MA.7.AR.4.4</b> Given any representation of a proportional relationship, translate the representation to a written description, table or equation.</p> <p><u>Example:</u> The written description, there are 60 minutes in 1 hour, can be represented as the equation <math>m=60h</math>.</p> <p><u>Example:</u> Gina works as a babysitter and earns \$9 per hour. She would like to earn \$100 to buy a new tennis racket. Gina wants to know how many hours she needs to work. She can use the equation <math>\frac{1}{9} = 19e</math>, where <math>e</math> is the amount of money earned, <math>h</math> is the number of hours worked and 19 is the constant of proportionality.</p> <p><b>Benchmark Clarifications:</b></p> <ul style="list-style-type: none"> <li>Clarification 1: Given representations are limited to a written description, graph, table or equation.</li> <li>Clarification 2: Instruction</li> </ul> | 4                                                                                                                             | 3                                           | 5                                                                       | 5                          |
| <p>Ample opportunities to explore and practice translating proportional representations into written descriptions, tables or equations. Converting units are embedded in this skill.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Benchmark is covered: it is dispersed throughout ratio lessons and connected to other ratio and proportion benchmarks.</p> | <p>Translate proportional relationships</p> | <p>Good variety of examples matching B1G-M Instructional Strategies</p> |                            |

viewer comments, lack of any noted deficiencies, and the “ample opportunities to explore and request that the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good

|    | D | E                                                                                                    | F                                                                                                                                                                                  | G                                                                                                                                     | H                                                                                                                   |
|----|---|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| 13 |   | Lesson 2-4 (includes problems on area, volume, and money). See the Try It!, Example 3, and Item #11. | N/A                                                                                                                                                                                |                                                                                                                                       |                                                                                                                     |
| 14 |   |                                                                                                      | Lesson 2-2 pp. 83-88 includes translating between written descriptions, tables, and equations. It also addresses equations with the constant of proportionality (Clarification 2). | Lesson 2-3 pp. 97-102 addresses creating graphs from written descriptions (Example 1), tables (Example 2), and equations (Example 3). | Lesson 2-5 pp. 109-114 includes translating written descriptions into tables (Example 1) and equations (Example 3). |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | B   |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 15 | <p><b>MA.7.DP.2.4</b> Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.</p> <p>Clarification 1: Instruction includes representing probability as a fraction, percentage or decimal.</p> <p>Clarification 2: Instruction includes recognizing that experimental probabilities may differ from theoretical probabilities due to random variation. As the number of repetition increases experimental probabilities will typically better approximate the theoretical probabilities.</p> <p>Clarification 3: Experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner.</p> | N/A |
| 16 | <p><b>MA.7.GR.1.1</b> Apply formulas to find the areas of trapezoids, parallelograms and rhombi.</p> <p>Clarification 1: Instruction focuses on the connection from the areas of trapezoids, parallelograms and rhombi to the areas of rectangles or triangles.</p> <p>Clarification 2: Within this benchmark, the expectation is not to memorize area formulas for trapezoids, parallelograms and rhombi.</p>                                                                                                                                                                                                                                                                                                                                           | N/A |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>includes equations of proportional relationships in the form of <math>y=px</math>, where <math>p</math> is the constant of proportionality.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>1</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>MA.7.DP.2.4</b> Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.</p> <p><u>Clarification 1:</u> Instruction includes representing probability as a fraction, percentage or decimal.</p> <p><u>Clarification 2:</u> Instruction includes recognizing that experimental probabilities may differ from theoretical probabilities due to random variation. As the number of repetition increases experimental probabilities will typically better approximate the theoretical probabilities.</p> <p><u>Clarification 3:</u> Experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner</p> | <p>3</p> <p>4</p> <p>5</p> <p>5</p> <p>3. Pitts comments that the “instruction does a good job of explaining how to compare and “taught well.” Ms. Champion mentions that one aspect of one clarification (“random all aspects of the benchmark and its clarifications are addressed, we request that the score of 3 be</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>MA.7.GR.1.1</b> Apply formulas to find the areas of trapezoids, parallelograms and rhombi.</p> <p><u>Clarification 1:</u> Instruction focuses on the connection from the areas of trapezoids, parallelograms and rhombi to the areas of rectangles or triangles.</p> <p><u>Clarification 2:</u> Within this benchmark, the expectation is not to memorize area formulas for trapezoids, parallelograms and rhombi.</p>                                                                                                                                                                                                                                                                                                                                                 | <p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pitts) 3</p> <p>Grade 6 Accelerated Review 4</p> <p>Grade 6 Accelerated Review 4</p> <p>Connects the area of rhombi, parallelograms, and trapezoids to that of rectangles and squares.</p> <p>Formulas are derived from previously learned formulas; there could be some confusion with the trapezoid formula because it is derived from a parallelogram in one part of the lesson, but then decomposed into a rectangle and two triangles in another part of</p> <p>The highlighted lessons align completely to the benchmark, however, I would have liked to see additional practice problems for this benchmark.</p> <p>This standard is taught well</p> <p>hat the content “aligns completely” and another adding that it is “taught well.” Ms. Pitts ea formulas, but this is, in fact, the point of Clarification 1. This connection to the areas of t enVision Florida B.E.S.T. Mathematics Grade 7 fully aligns to the expectations of this Alignment) or 5 (Very Good Alignment).</p> |



|    | D                                                          | E | F                                                                                                                                                                                                                                                                                                                                  | G | H |
|----|------------------------------------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 15 | <a href="#">Example of Clarification 2 (see Example 2)</a> |   | N/A                                                                                                                                                                                                                                                                                                                                |   |   |
| 16 |                                                            |   | <u>Lesson 8-1 pp. 409-414 addresses finding areas of parallelograms (Example 1), rhombi (Example 2), and trapezoids (Example 3). Instruction includes connections to areas of rectangles and triangles (Clarification 1). Instruction also focuses on connecting and applying formulas, not on memorization (Clarification 2).</u> |   |   |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | B   |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 17 | <p><b>MA.7.GR.1.2</b> Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.</p> <p><u>Clarification 1:</u> Within this benchmark, the expectation is not to find areas of figures on the coordinate plane or to find missing dimensions.</p>                                                                                                                                                                                     | N/A |
| 18 | <p><b>MA.7.GR.2.2</b> Solve real-world problems involving surface area of right circular cylinders.</p> <p><u>Clarification 1:</u> Within this benchmark, the expectation is not to memorize the surface area formula for a right circular cylinder or to find radius as a missing dimension.</p> <p><u>Clarification 2:</u> Solutions may be represented in terms of pi (<math>\pi</math>) or approximately.</p>                                                                                                              | N/A |
| 19 | <p><b>MA.7.NSO.1.1</b> Know and apply the Laws of Exponents to evaluate numerical expressions, and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.</p> <p><u>Clarification 1:</u> Instruction focuses on building the Laws of Exponents from specific examples. Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents.</p> <p><u>Clarification 2:</u> Problems in the form <math>a^m \cdot a^n = a^p</math> must result in a whole-number value for p.</p> | N/A |
| 20 | <p><b>MA.7.NSO.2.1</b> Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.</p> <p><u>Clarification 1:</u> Multi-step expressions are limited to 6 or fewer steps.</p>                                                                                                                                                                                                                                                | N/A |





|    | D                                                             | E                                                                       | F                                                                                                                                                                                                                                                                                                                            | G                                                                                                                                                                                                                                                               | H |
|----|---------------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 17 | <a href="#">Example of Real World Problem (see Example 2)</a> | <a href="#">Examples of Real World Problems (see Items #10 and #12)</a> | N/A                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                 |   |
| 18 |                                                               |                                                                         | Lesson 8-6 pp. 449-456 covers solving problems involving surface area of right circular cylinders with real-world contexts. Solutions are provided in terms of $\pi$ (Example 2) and approximately (Examples 1 and 3) as noted in Clarification 2. The lesson also includes 4 full pages of practice problems (pp. 453-456). |                                                                                                                                                                                                                                                                 |   |
| 19 |                                                               |                                                                         | Lesson 1-5 pp. 39-44 includes instruction on 3 laws from the Appendix noted in Clarification 1: Product of Powers (Example 1), Power of Products (Example 2), and Power of a Power (Example 3). Instruction adheres to the limitations noted in the benchmark and clarifications.                                            | Lesson 1-6 pp. 45-50 addresses the 4 remaining laws from Appendix E that are appropriate for Grade 7: Power of a Quotient (Example 1), Quotient of Powers (Example 2), and Identity and Zero Exponent (Example 3). Instruction adheres to the limitations note  |   |
| 20 |                                                               |                                                                         | Lesson 1-3 Example 4 p. 25 addresses multi-step problems with rational numbers and grouping symbols. The lesson also includes practice problems.                                                                                                                                                                             | Lesson 1-7 pp. 51-56 addresses multi-step order of operations problems with rational numbers, including grouping symbols (Examples 2 and 3), whole-number exponents (Example 3), and absolute value (Example 3). The lesson includes a wide array of practice p |   |

|    | A                                                                                                                                                                                             | B   |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|    | <b>MA.7.NSO.2.3</b> Solve real-world problems involving any of the four operations with rational numbers.                                                                                     | N/A |
| 21 | Clarification 1: Instruction includes using one or more operations to solve problems.<br><b>MA.K12.MTR.1.1</b> Actively participate in effortful learning both individually and collectively. | N/A |
| 22 | (continued)                                                                                                                                                                                   |     |
| 23 |                                                                                                                                                                                               |     |
| 24 | <b>MA.K12.MTR.2.1</b> Demonstrate understanding by representing problems in multiple ways.                                                                                                    | N/A |
| 25 | <b>MA.K12.MTR.4.1</b> Engage in discussions that reflect on the mathematical thinking of self and others.                                                                                     | N/A |
| 26 | <b>MA.K12.MTR.6.1</b> Assess the reasonableness of solutions.                                                                                                                                 | N/A |
| 27 | <b>MA.K12.MTR.7.1</b> Apply mathematics to real-world contexts.                                                                                                                               | N/A |
| 28 |                                                                                                                                                                                               |     |
| 29 |                                                                                                                                                                                               |     |
| 30 |                                                                                                                                                                                               |     |
| 31 |                                                                                                                                                                                               |     |
| 32 |                                                                                                                                                                                               |     |



|    | D                                                                                                   | E                                                             | F                                                                                                                                                                                                                                                                                                                          | G                                                                                                                                                                                                                                                                                                                  | H                                                                                                                                                                                                                                                                                            |
|----|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 21 | Examples of Real World Problems (see Examples 1 and 2)                                              | Examples of Real World Problems (see items #12, #13, and #14) | N/A                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                              |
| 22 | Example of Exploratory Activity That Occurs in Every Lesson                                         |                                                               | N/A                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                              |
| 23 | Math Thinking and Reasoning Handbook (Student)                                                      | Math Thinking and Reasoning Handbook (Teacher)                | N/A                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                              |
| 24 |                                                                                                     |                                                               | Multiple representations are presented and connected throughout the text. Selected examples are provided here, such as manipulatives, tables, and equations (pp. 78-79)                                                                                                                                                    | Multiple representations are presented and connected throughout the text. Selected examples are provided here, such as tables, graphs, and equations (pp. 98-99).                                                                                                                                                  | Multiple representations are presented and connected throughout the text. Selected examples are provided here, such as bar models, verbal descriptions, and equations (pp. 142-143).                                                                                                         |
| 25 | Lesson 2-1 Example (see Thinking and Reasoning, Convince Mel, Do You Understand?, Do You Know How?) |                                                               | Opportunities to promote discussions and elicit mathematical thinking are presented throughout the text. Solve and Discuss It! opportunities with Thining and Reasoning prompts are provided at the start of many lessons, such as Lesson 2-1 (p. 77), in which students explain their reasoning and make generalizations. | Opportunities to promote discussions and elicit mathematical thinking are presented throughout the text. Explain It! opportunities with Thining and Reasoning prompts are provided at the start of many lessons, such as Lesson 1-5 (p. 39), in which students analyze the thinking of others and justify results. | Opportunities to promote discussions and elicit mathematical thinking are presented throughout the text. Do You Understand? questions are provided in every lesson, such as Lesson 4-5 (p. 216), in which students explain mathematical concepts (#1) and recognize and correct errors (#2). |
| 26 | Examples of Check for Reasonableness (see pages 11, 15, and 16)                                     |                                                               | Opportunities for students to assess reasonableness are presented throughout the text, such as Lesson 3-1 Example 3 (p. 131), in which students use estimating with compatible numbers to check the reasonableness of their solutions.                                                                                     | Opportunities for students to assess reasonableness are presented throughout the text, such as Lesson 6-1 Example 1 (p. 300), in which students check calculations with alternate approaches.                                                                                                                      | Opportunities for students to assess reasonableness are presented throughout the text, such as Lesson 8-2 Example 2 (p. 419), in which students check calculations when solving problems.                                                                                                    |
| 27 | Examples of Real World Contexts                                                                     | Examples of Real World Contexts                               | N/A                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                              |
| 28 |                                                                                                     |                                                               |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                              |
| 29 |                                                                                                     |                                                               |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                              |
| 30 |                                                                                                     |                                                               |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                              |
| 31 |                                                                                                     |                                                               |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                              |
| 32 |                                                                                                     |                                                               |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                              |

|    | I                                                                                                                                                                                                                    | J | K |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 21 |                                                                                                                                                                                                                      |   |   |
| 22 |                                                                                                                                                                                                                      |   |   |
| 23 |                                                                                                                                                                                                                      |   |   |
| 24 | Multiple representations are presented and connected throughout the text. Selected examples are provided here, such as choosing appropriate data displays (box plots, circle graphs, and bar charts) on pp. 338-339. |   |   |
| 25 |                                                                                                                                                                                                                      |   |   |
| 26 | Opportunities for students to assess reasonableness are presented throughout the text, such as Lesson 8-6 Example 5 (p. 452), in which students check reasonableness by evaluating results in a given context.       |   |   |
| 27 |                                                                                                                                                                                                                      |   |   |
| 28 |                                                                                                                                                                                                                      |   |   |
| 29 |                                                                                                                                                                                                                      |   |   |
| 30 |                                                                                                                                                                                                                      |   |   |
| 31 |                                                                                                                                                                                                                      |   |   |
| 32 |                                                                                                                                                                                                                      |   |   |

**From:** Starling, Courtney <Courtney.Starling@fldoe.org>  
**Sent:** Monday, May 02, 2022 10:37 AM EDT  
**To:** Hamilton, Lauren; Duncan, Patricia  
**CC:** Harvey, Ashley; Baumbach, Amber; Seeds, Cathy; Rivers1, Angelia  
**Subject:** RE: Savvas Learning Company Grade 7 appeal  
**Attachment(s):** "image003.png", "image004.png", "image005.png"

Hi Lauren,

Where the publisher provided links for evidence, I have added comments. Please let me know if you need anything else.

Courtney Starling  
Secondary Mathematics Specialist  
Office of STEAM  
Bureau of Standards and Instructional Support  
Florida Department of Education  
850.245.9066

cid:3a93a98a-7611-4546-85ea-0f8eb73bedc5

Please note that Florida has a very broad public records law. Most written communications to or from state officials are public records available to the public and media upon request.

---

**From:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>  
**Sent:** Thursday, April 28, 2022 8:19 AM  
**To:** Duncan, Patricia <Patricia.Duncan@fldoe.org>  
**Cc:** Starling, Courtney <Courtney.Starling@fldoe.org>; Harvey, Ashley <Ashley.Harvey@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Subject:** FW: Savvas Learning Company Grade 7 appeal

Hi ladies,

I have attached Savvas™ appeal response for Grade 7. Please take a look and provide feedback as necessary.

Thank you for all you do!  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Seeds, Cathy <Cathy.Seeds@fldoe.org>  
**Sent:** Thursday, April 28, 2022 8:09 AM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>  
**Subject:** FW: Savvas Learning Company Grade 7 appeal

Cathy Seeds  
Director, Library Media & Instructional Materials  
Bureau of Standards & Instructional Support  
Florida Department of Education

DOE Logo

**From:** Rachel Powers-Scanga <[rachel.scanga@savvas.com](mailto:rachel.scanga@savvas.com)>

**Sent:** Wednesday, April 27, 2022 9:28 AM

**To:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Andy Yoo <[andy.yoo@savvas.com](mailto:andy.yoo@savvas.com)>; Kevin Schutz <[kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com)>; [mdaughton@mmd-lawfirm.com](mailto:mdaughton@mmd-lawfirm.com); Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>; Heather Boyd <[heather.boyd@savvas.com](mailto:heather.boyd@savvas.com)>; Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; James Lippe <[james.lippe@savvas.com](mailto:james.lippe@savvas.com)>

**Subject:** Savvas Learning Company Grade 7 appeal

Please accept this correspondence and subsequent attachments as a response to and formal appeal of the instructional materials adoption recommendation for Savvas Learning Company.

We request a quick review of our appeal and immediate placement of our grade 7 FL enVision B.E.S.T. Mathematics on the state adopted instructional materials list.

Thank you,  
Rachel

**From:** Rachel Powers-Scanga <rachel.scanga@savvas.com>

**Sent:** Thursday, May 05, 2022 5:30 AM EDT

**To:** Seeds; Cathy

**CC:** Baumbach, Amber; Rivers1, Angelia; Richmond, James; Heidi Bruhn; Ben Koth; James Lippe; Andy Yoo; Kevin Schutz; mdaughton@mmd-lawfirm.com <mdaughton@mmd-lawfirm.com>

**Subject:** Re: Savvas Learning Company Grade 7 appeal

**Attachment(s):** "image003.png", "image004.png"

Thank you so much Cathy.

Yes, Pearson is the publisher with content rights for all the other titles that were bid and currently on the non-adopted IM list. They will be filing any appeals independently of Savvas.

Rachel

On Thu, May 5, 2022 at 5:21 AM Seeds, Cathy <Cathy.Seeds@fldoe.org> wrote:

Thank you, Rachel. We will review and get back with you shortly.

Just wanted check with you on the appeal request for the other grade levels and bids. On our call it was indicated that the appeal would come directly from Pearson. Is that still the case? Have you all heard from them on their appeal filing?

Thank you,  
Cathy

---

**From:** Rachel Powers-Scanga <rachel.scanga@savvas.com>

**Sent:** Thursday, May 5, 2022 4:32 AM

**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Cc:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Heidi Bruhn <heidi.bruhn@savvas.com>; Heather Boyd <heather.boyd@savvas.com>; Ben Koth <ben.koth@savvas.com>; Andy Yoo <andy.yoo@savvas.com>; Kevin Schutz <kevin.schutz@savvas.com>; mdaughton@mmd-lawfirm.com <mdaughton@mmd-lawfirm.com>; James Lippe <james.lippe@savvas.com>

**Subject:** Re: Savvas Learning Company Grade 7 appeal

Good Morning Amber,

Attached you will find the updated spreadsheet from Savvas for grade 7 enVision B.E.S.T. Mathematics with the additional evidence of alignment that was requested.

We appreciate the time the math specialists are taking to review and validate our appeal.

Please let me know if any additional information is needed.

Regards,  
Rachel

Hi Rachel,

Our math specialists have been reviewing at your appeal spreadsheet and have a request. Can you please provide direct links to the materials, even if you aren't changing anything, so that they can view the alignment along with your justification?

I've attached the spreadsheet and have highlighted (in blue) the areas where links are needed. If it isn't highlighted, the evidence that you provided is sufficient to see the alignment.

Let me know if you have questions.

Thank you!

Amber Baumbach

Library Media & Instructional Materials Program Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street



Tallahassee, FL 32399-0400

850-245-9115

DOE email signature

---

**From:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>  
**Sent:** Thursday, April 28, 2022 8:09 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Subject:** FW: Savvas Learning Company Grade 7 appeal

Cathy Seeds

Director, Library Media & Instructional Materials

Bureau of Standards & Instructional Support

Florida Department of Education

DOE Logo

**From:** Rachel Powers-Scanga <[rachel.scanga@savvas.com](mailto:rachel.scanga@savvas.com)>  
**Sent:** Wednesday, April 27, 2022 9:28 AM  
**To:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Andy Yoo <[andy.yoo@savvas.com](mailto:andy.yoo@savvas.com)>; Kevin Schutz <[kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com)>; mdaughton@mmd-lawfirm.com; Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>; Heather Boyd <[heather.boyd@savvas.com](mailto:heather.boyd@savvas.com)>; Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; James Lippe <[james.lippe@savvas.com](mailto:james.lippe@savvas.com)>  
**Subject:** Savvas Learning Company Grade 7 appeal

Please accept this correspondence and subsequent attachments as a response to and formal appeal of the instructional materials adoption recommendation for Savvas Learning Company.

We request a quick review of our appeal and immediate placement of our grade 7 FL enVision B.E.S.T. Mathematics on the state adopted instructional materials list.

Thank you,

Rachel

**From:** Rachel Powers-Scanga <rachel.scanga@savvas.com>

**Sent:** Wednesday, May 04, 2022 11:22 AM EDT

**To:** Baumbach; Amber

**CC:** Hamilton, Lauren; Rivers1, Angelia; Seeds, Cathy

**Subject:** Re: Savvas Learning Company Grade 7 appeal

**Attachment(s):** "image003.png", "image004.png"

Thank you! Somehow I didn't see this yesterday- but we are on it right now and will return quickly.  
Rachel

On Tue, May 3, 2022 at 9:47 AM Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)> wrote:

Hi Rachel,

Our math specialists have been reviewing at your appeal spreadsheet and have a request. Can you please provide direct links to the materials, even if you aren't changing anything, so that they can view the alignment along with your justification?

I've attached the spreadsheet and have highlighted (in blue) the areas where links are needed. If it isn't highlighted, the evidence that you provided is sufficient to see the alignment.

Let me know if you have questions.

Thank you!

Amber Baumbach

Library Media & Instructional Materials Program Specialist

Bureau of Standards and Instructional Support

Florida Department of Education

[325 West Gaines Street](#)

[Tallahassee, FL 32399-0400](#)

850-245-9115

DOE email signature

---

**From:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>

**Sent:** Thursday, April 28, 2022 8:09 AM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>

**Subject:** FW: Savvas Learning Company Grade 7 appeal

Cathy Seeds

Director, Library Media & Instructional Materials

Bureau of Standards & Instructional Support

Florida Department of Education

DOE Logo

**From:** Rachel Powers-Scanga <[rachel.scanga@savvas.com](mailto:rachel.scanga@savvas.com)>

**Sent:** Wednesday, April 27, 2022 9:28 AM

**To:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Andy Yoo <[andy.yoo@savvas.com](mailto:andy.yoo@savvas.com)>; Kevin Schutz <[kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com)>; [mdaughton@mmd-lawfirm.com](mailto:mdaughton@mmd-lawfirm.com); Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>; Heather Boyd <[heather.boyd@savvas.com](mailto:heather.boyd@savvas.com)>; Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; James Lippe <[james.lippe@savvas.com](mailto:james.lippe@savvas.com)>

**Subject:** Savvas Learning Company Grade 7 appeal

Please accept this correspondence and subsequent attachments as a response to and formal appeal of the instructional materials adoption recommendation for Savvas Learning Company.

We request a quick review of our appeal and immediate placement of our grade 7 FL enVision B.E.S.T. Mathematics on the state adopted instructional materials list.

Thank you,

Rachel

--

Sent from mobile device, please excuse typos.

**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>  
**Sent:** Tuesday, May 10, 2022 1:15 PM EDT  
**To:** Starling; Courtney  
**CC:** Duncan, Patricia; Seeds, Cathy; Rivers1, Angelia; Harvey, Ashley  
**Subject:** RE: Savvas Learning Company Grade 7 appeal  
**Attachment(s):** "image002.png", "image004.png", "image005.png"

It looks like rows 6, 7, and 8 need a commentJ

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Starling, Courtney <Courtney.Starling@fldoe.org>  
**Sent:** Tuesday, May 10, 2022 11:59 AM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Duncan, Patricia <Patricia.Duncan@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Harvey, Ashley <Ashley.Harvey@fldoe.org>  
**Subject:** RE: Savvas Learning Company Grade 7 appeal

Hi Amber,

Attached is the spreadsheet for Savvas. Please let me know if you need anything else.

Courtney Starling  
Secondary Mathematics Specialist  
Office of STEAM  
Bureau of Standards and Instructional Support  
Florida Department of Education  
850.245.9066  
cid:3a93a98a-7611-4546-85ea-0f8eb73bedc5

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---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Tuesday, May 10, 2022 8:04 AM  
**To:** Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>  
**Cc:** Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Harvey, Ashley <[Ashley.Harvey@fldoe.org](mailto:Ashley.Harvey@fldoe.org)>  
**Subject:** RE: Savvas Learning Company Grade 7 appeal

Hi Courtney,

I believe that any individual score under a 4 warrants a second look from you. Cathy, please correct me if Iâ€™m wrong. However, if you find the alignment to be at the 4, or satisfactory, level, please mark it as â€œfine,â€ or â€œaligned,â€ as you have been doing so that you can focus their attention on the standards that really need the extra support.

Thank you for all your work on these. I know itâ€™s a lot and it isnâ€™t always easy. We appreciate you!

Thanks,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street

Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>  
**Sent:** Monday, May 9, 2022 4:32 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Harvey, Ashley <[Ashley.Harvey@fldoe.org](mailto:Ashley.Harvey@fldoe.org)>  
**Subject:** RE: Savvas Learning Company Grade 7 appeal

Hi Amber,

I just want to make sure that I am providing feedback where necessary. In some of these benchmarks (MA.7.AR.1.2), the reviews do meet the 4 threshold since two reviewers scored a 4 and two scored a 5. Savvas provided evidence on these, but do I need to provide feedback in these cases?

Courtney Starling  
Secondary Mathematics Specialist  
Office of STEAM  
Bureau of Standards and Instructional Support  
Florida Department of Education  
850.245.9066

cid:3a93a98a-7611-4546-85ea-0f8eb73bedc5

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---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, May 6, 2022 11:03 AM  
**To:** Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>  
**Cc:** Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>  
**Subject:** FW: Savvas Learning Company Grade 7 appeal

Hi Courtney,

Savvas has resent their spreadsheet with the links needed for grade 7. Please review and add your comments as necessary.

Thank you!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Rachel Powers-Scanga <[rachel.scanga@savvas.com](mailto:rachel.scanga@savvas.com)>  
**Sent:** Thursday, May 5, 2022 4:32 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>; Heather Boyd <[heather.boyd@savvas.com](mailto:heather.boyd@savvas.com)>; Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; Andy Yoo <[andy.yoo@savvas.com](mailto:andy.yoo@savvas.com)>; Kevin Schutz <[kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com)>; [mdaughton@mmd-lawfirm.com](mailto:mdaughton@mmd-lawfirm.com); James Lippe <[james.lippe@savvas.com](mailto:james.lippe@savvas.com)>  
**Subject:** Re: Savvas Learning Company Grade 7 appeal

Good Morning Amber,

Attached you will find the updated spreadsheet from Savvas for grade 7 enVision B.E.S.T. Mathematics with the additional evidence of alignment that was requested.

We appreciate the time the math specialists are taking to review and validate our appeal.  
Please let me know if any additional information is needed.

Regards,  
Rachel

Hi Rachel,

Our math specialists have been reviewing at your appeal spreadsheet and have a request. Can you please provide direct links to the materials, even if you aren't changing anything, so that they can view the alignment along with your justification? I've attached the spreadsheet and have highlighted (in blue) the areas where links are needed. If it isn't highlighted, the evidence that you provided is sufficient to see the alignment.  
Let me know if you have questions.

Thank you!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>  
**Sent:** Thursday, April 28, 2022 8:09 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Subject:** FW: Savvas Learning Company Grade 7 appeal

Cathy Seeds  
Director, Library Media & Instructional Materials  
Bureau of Standards & Instructional Support  
Florida Department of Education

DOE Logo

**From:** Rachel Powers-Scanga <[rachel.scanga@savvas.com](mailto:rachel.scanga@savvas.com)>  
**Sent:** Wednesday, April 27, 2022 9:28 AM  
**To:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Andy Yoo <[andy.yoo@savvas.com](mailto:andy.yoo@savvas.com)>; Kevin Schutz <[kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com)>; mdaughton@mmd-lawfirm.com; Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>; Heather Boyd <[heather.boyd@savvas.com](mailto:heather.boyd@savvas.com)>; Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; James Lippe <[james.lippe@savvas.com](mailto:james.lippe@savvas.com)>  
**Subject:** Savvas Learning Company Grade 7 appeal

Please accept this correspondence and subsequent attachments as a response to and formal appeal of the instructional materials adoption recommendation for Savvas Learning Company.

We request a quick review of our appeal and immediate placement of our grade 7 FL enVision B.E.S.T. Mathematics on the state adopted instructional materials list.

Thank you,  
Rachel

**Sent:** Monday, May 02, 2022 10:55 AM EDT  
**To:** Starling, Courtney; Hamilton, Lauren; Duncan, Patricia  
**CC:** Harvey, Ashley; Seeds, Cathy; Rivers1, Angelia  
**Subject:** RE: Savvas Learning Company Grade 7 appeal  
**Attachment(s):** "image001.png", "image002.png", "image003.png", "image004.png"

Hi Courtney,

Can you attach the file? J

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Starling, Courtney <Courtney.Starling@fldoe.org>  
**Sent:** Monday, May 2, 2022 10:37 AM  
**To:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Duncan, Patricia <Patricia.Duncan@fldoe.org>  
**Cc:** Harvey, Ashley <Ashley.Harvey@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Subject:** RE: Savvas Learning Company Grade 7 appeal

Hi Lauren,

Where the publisher provided links for evidence, I have added comments. Please let me know if you need anything else.

Courtney Starling  
Secondary Mathematics Specialist  
Office of STEAM  
Bureau of Standards and Instructional Support  
Florida Department of Education  
850.245.9066

cid:3a93a98a-7611-4546-85ea-0f8eb73bedc5

Please note that Florida has a very broad public records law. Most written communications to or from state officials are public records available to the public and media upon request.

---

**From:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>  
**Sent:** Thursday, April 28, 2022 8:19 AM  
**To:** Duncan, Patricia <Patricia.Duncan@fldoe.org>  
**Cc:** Starling, Courtney <Courtney.Starling@fldoe.org>; Harvey, Ashley <Ashley.Harvey@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Subject:** FW: Savvas Learning Company Grade 7 appeal

Hi ladies,

I have attached Savvas™ appeal response for Grade 7. Please take a look and provide feedback as necessary.

Thank you for all you do!  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office

850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>  
**Sent:** Thursday, April 28, 2022 8:09 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Subject:** FW: Savvas Learning Company Grade 7 appeal

Cathy Seeds  
Director, Library Media & Instructional Materials  
Bureau of Standards & Instructional Support  
Florida Department of Education

DOE Logo

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**Sent:** Wednesday, April 27, 2022 9:28 AM  
**To:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Andy Yoo <[andy.yoo@savvas.com](mailto:andy.yoo@savvas.com)>; Kevin Schutz <[kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com)>; [mdaughton@mmd-lawfirm.com](mailto:mdaughton@mmd-lawfirm.com); Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>; Heather Boyd <[heather.boyd@savvas.com](mailto:heather.boyd@savvas.com)>; Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; James Lippe <[james.lippe@savvas.com](mailto:james.lippe@savvas.com)>  
**Subject:** Savvas Learning Company Grade 7 appeal

Please accept this correspondence and subsequent attachments as a response to and formal appeal of the instructional materials adoption recommendation for Savvas Learning Company.

We request a quick review of our appeal and immediate placement of our grade 7 FL enVision B.E.S.T. Mathematics on the state adopted instructional materials list.

Thank you,  
Rachel



**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>  
**Sent:** Tuesday, May 10, 2022 3:45 PM EDT  
**To:** Starling; Courtney  
**CC:** Duncan, Patricia; Seeds, Cathy; Rivers1, Angelia; Harvey, Ashley  
**Subject:** RE: Savvas Learning Company Grade 7 appeal  
**Attachment(s):** "image002.png", "image004.png", "image005.png"

Got it! Thanks! It looks like Savvas Grade 7 is ready to be routed for approval then!

Thank you!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Starling, Courtney <Courtney.Starling@fldoe.org>  
**Sent:** Tuesday, May 10, 2022 2:04 PM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Cc:** Duncan, Patricia <Patricia.Duncan@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>; Harvey, Ashley <Ashley.Harvey@fldoe.org>  
**Subject:** RE: Savvas Learning Company Grade 7 appeal

Hi Amber,

I did not provide comments for those since all reviews were either a 4 or 5.

Courtney Starling  
Secondary Mathematics Specialist  
Office of STEAM  
Bureau of Standards and Instructional Support  
Florida Department of Education  
850.245.9066  
cid:3a93a98a-7611-4546-85ea-0f8eb73bedc5

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---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Tuesday, May 10, 2022 1:16 PM  
**To:** Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>  
**Cc:** Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Harvey, Ashley <[Ashley.Harvey@fldoe.org](mailto:Ashley.Harvey@fldoe.org)>  
**Subject:** RE: Savvas Learning Company Grade 7 appeal

It looks like rows 6, 7, and 8 need a comment!

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>  
**Sent:** Tuesday, May 10, 2022 11:59 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Harvey, Ashley <[Ashley.Harvey@fldoe.org](mailto:Ashley.Harvey@fldoe.org)>  
**Subject:** RE: Savvas Learning Company Grade 7 appeal

Hi Amber,

Attached is the spreadsheet for Savvas. Please let me know if you need anything else.

Courtney Starling  
Secondary Mathematics Specialist  
Office of STEAM  
Bureau of Standards and Instructional Support  
Florida Department of Education  
850.245.9066

cid:3a93a98a-7611-4546-85ea-0f8eb73bedc5

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**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Tuesday, May 10, 2022 8:04 AM  
**To:** Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>  
**Cc:** Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Harvey, Ashley <[Ashley.Harvey@fldoe.org](mailto:Ashley.Harvey@fldoe.org)>  
**Subject:** RE: Savvas Learning Company Grade 7 appeal

Hi Courtney,

I believe that any individual score under a 4 warrants a second look from you. Cathy, please correct me if I'm wrong. However, if you find the alignment to be at the 4, or satisfactory, level, please mark it as "fine" or "aligned," as you have been doing so that you can focus their attention on the standards that really need the extra support.

Thank you for all your work on these. I know it's a lot and it isn't always easy. We appreciate you!

Thanks,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>  
**Sent:** Monday, May 9, 2022 4:32 PM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Harvey, Ashley <[Ashley.Harvey@fldoe.org](mailto:Ashley.Harvey@fldoe.org)>  
**Subject:** RE: Savvas Learning Company Grade 7 appeal

Hi Amber,

I just want to make sure that I am providing feedback where necessary. In some of these benchmarks (MA.7.AR.1.2), the reviews do meet the 4 threshold since two reviewers scored a 4 and two scored a 5. Savvas provided evidence on these, but do I need to provide feedback in these cases?

Courtney Starling  
Secondary Mathematics Specialist  
Office of STEAM  
Bureau of Standards and Instructional Support  
Florida Department of Education  
850.245.9066

cid:3a93a98a-7611-4546-85ea-0f8eb73bedc5

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---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Friday, May 6, 2022 11:03 AM  
**To:** Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>  
**Cc:** Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>  
**Subject:** FW: Savvas Learning Company Grade 7 appeal

Hi Courtney,

Savvas has resent their spreadsheet with the links needed for grade 7. Please review and add your comments as necessary.

Thank you!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

**From:** Rachel Powers-Scanga <[rachel.scanga@savvas.com](mailto:rachel.scanga@savvas.com)>  
**Sent:** Thursday, May 5, 2022 4:32 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Cc:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>; Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>; Heather Boyd <[heather.boyd@savvas.com](mailto:heather.boyd@savvas.com)>; Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; Andy Yoo <[andy.yoo@savvas.com](mailto:andy.yoo@savvas.com)>; Kevin Schutz <[kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com)>; [mداughton@mmd-lawfirm.com](mailto:mداughton@mmd-lawfirm.com); James Lippe <[james.lippe@savvas.com](mailto:james.lippe@savvas.com)>  
**Subject:** Re: Savvas Learning Company Grade 7 appeal

Good Morning Amber,

Attached you will find the updated spreadsheet from Savvas for grade 7 enVision B.E.S.T. Mathematics with the additional evidence of alignment that was requested.

We appreciate the time the math specialists are taking to review and validate our appeal.

Please let me know if any additional information is needed.

Regards,  
Rachel

Hi Rachel,

Our math specialists have been reviewing at your appeal spreadsheet and have a request. Can you please provide direct links to the materials, even if you aren't changing anything, so that they can view the alignment along with your justification?

I've attached the spreadsheet and have highlighted (in blue) the areas where links are needed. If it isn't highlighted, the evidence that you provided is sufficient to see the alignment.

Let me know if you have questions.

Thank you!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

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**Sent:** Thursday, April 28, 2022 8:09 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Subject:** FW: Savvas Learning Company Grade 7 appeal

Cathy Seeds  
Director, Library Media & Instructional Materials  
Bureau of Standards & Instructional Support  
Florida Department of Education

DOE Logo

**From:** Rachel Powers-Scanga <[rachel.scanga@savvas.com](mailto:rachel.scanga@savvas.com)>  
**Sent:** Wednesday, April 27, 2022 9:28 AM  
**To:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Andy Yoo <[andy.yoo@savvas.com](mailto:andy.yoo@savvas.com)>; Kevin Schutz <[kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com)>; mdaughton@mmd-lawfirm.com; Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>; Heather Boyd <[heather.boyd@savvas.com](mailto:heather.boyd@savvas.com)>; Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; James Lippe <[james.lippe@savvas.com](mailto:james.lippe@savvas.com)>  
**Subject:** Savvas Learning Company Grade 7 appeal

Please accept this correspondence and subsequent attachments as a response to and formal appeal of the instructional materials adoption recommendation for Savvas Learning Company.

We request a quick review of our appeal and immediate placement of our grade 7 FL enVision B.E.S.T. Mathematics on the state adopted instructional materials list.

Thank you,  
Rachel

**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>  
**Sent:** Monday, May 02, 2022 1:06 PM EDT  
**To:** Starling, Courtney; Hamilton, Lauren; Duncan, Patricia  
**CC:** Harvey, Ashley; Seeds, Cathy; Rivers1, Angelia  
**Subject:** RE: Savvas Learning Company Grade 7 appeal  
**Attachment(s):** "Savvas Grade 7 - Publisher Appeal.xlsx", "image001.png", "image002.png", "image003.png", "image004.png"

Thanks, Courtney!

There are a few comment boxes that are missing comments. Would you mind putting in either a "fine" if you are good with what the publisher has said as far as proving their alignment for each standard in question, or some specific feedback to the publisher stating what is needed or missing with their alignment? We will use this spreadsheet when we meet with the publisher again and it will be helpful to you to have specific talking points when addressing their standards alignment with them.

I've cleaned up the spreadsheet a little and highlighted comments that we need in blue. Anything in gray does not need a comment in that column. It may be helpful to print as it is hard to see the whole spreadsheet on the screen.

Let me know if you need anything.

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Starling, Courtney <Courtney.Starling@fldoe.org>  
**Sent:** Monday, May 2, 2022 11:07 AM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Duncan, Patricia <Patricia.Duncan@fldoe.org>  
**Cc:** Harvey, Ashley <Ashley.Harvey@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Subject:** RE: Savvas Learning Company Grade 7 appeal

That would be helpful, wouldn't it? Happy Monday!

Courtney Starling  
Secondary Mathematics Specialist  
Office of STEAM  
Bureau of Standards and Instructional Support  
Florida Department of Education  
850.245.9066

cid:3a93a98a-7611-4546-85ea-0f8eb73bedc5

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---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, May 2, 2022 10:57 AM  
**To:** Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>  
**Cc:** Harvey, Ashley <[Ashley.Harvey@fldoe.org](mailto:Ashley.Harvey@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
**Subject:** RE: Savvas Learning Company Grade 7 appeal

Hi Courtney,

I think you forgot to attach the file J

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist

Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

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**Sent:** Monday, May 2, 2022 10:37 AM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>  
**Cc:** Harvey, Ashley <[Ashley.Harvey@fldoe.org](mailto:Ashley.Harvey@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
**Subject:** RE: Savvas Learning Company Grade 7 appeal

Hi Lauren,

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cid:3a93a98a-7611-4546-85ea-0f8eb73bedc5

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**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Thursday, April 28, 2022 8:19 AM  
**To:** Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>  
**Cc:** Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>; Harvey, Ashley <[Ashley.Harvey@fldoe.org](mailto:Ashley.Harvey@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
**Subject:** FW: Savvas Learning Company Grade 7 appeal

Hi ladies,

I have attached Savvas™ appeal response for Grade 7. Please take a look and provide feedback as necessary.

Thank you for all you do!  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>  
**Sent:** Thursday, April 28, 2022 8:09 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Subject:** FW: Savvas Learning Company Grade 7 appeal

Cathy Seeds  
Director, Library Media & Instructional Materials  
Bureau of Standards & Instructional Support  
Florida Department of Education

DOE Logo



**From:** Rachel Powers-Scanga <[rachel.scanga@savvas.com](mailto:rachel.scanga@savvas.com)>

**Sent:** Wednesday, April 27, 2022 9:28 AM

**To:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Andy Yoo <[andy.yoo@savvas.com](mailto:andy.yoo@savvas.com)>; Kevin Schutz <[kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com)>; [mdayton@mmd-lawfirm.com](mailto:mdayton@mmd-lawfirm.com); Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>; Heather Boyd <[heather.boyd@savvas.com](mailto:heather.boyd@savvas.com)>; Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; James Lippe <[james.lippe@savvas.com](mailto:james.lippe@savvas.com)>

**Subject:** Savvas Learning Company Grade 7 appeal

Please accept this correspondence and subsequent attachments as a response to and formal appeal of the instructional materials adoption recommendation for Savvas Learning Company.

We request a quick review of our appeal and immediate placement of our grade 7 FL enVision B.E.S.T. Mathematics on the state adopted instructional materials list.

Thank you,  
Rachel

|   | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | B                                           |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                             |
| 2 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                             |
| 3 | Standard Below 3<br>(if applicable)                                                                                                                                                                                                                                                                                                                                                                                                                                            | Special Topic<br>Concern<br>(If applicable) |
| 4 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                             |
| 5 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                             |
| 6 | <p><b>MA.7.AR.1.2</b> Determine whether two linear expressions are equivalent</p> <p><u>Clarifications</u></p> <ul style="list-style-type: none"> <li>Clarification 1: Instruction includes using properties of operations accurately and efficiently.</li> <li>Clarification 2: Instruction includes linear expressions in any form with rational coefficients.</li> <li>Clarification 3: Refer to Properties of Operations, Equality and Inequality (Appendix D).</li> </ul> | N/A                                         |



COURSE Grade Seven Mathematics

BID 390

Publisher (Savvas) Comments

**Publisher Summary:**  
*enVision Florida B.E.S.T. Mathematics Grade 7* was written specifically to align with Florida’s B.E.S.T. Standards for Mathematics, including the Mathematical Thinking and Reasoning (MTR) Standards. We believe that these materials fully address the required standards and benchmarks and meet all required specifications for adoption. Both of the state’s reviewers agreed, and recommended this product for adoption. However, the state has not recommended the product for adoption citing a state-specific standards score that did not meet the numerical threshold for adoption. In this response, we intend to show that several of the scores should be raised and that *enVision Florida B.E.S.T. Mathematics, Grade 7* should be approved for adoption.

**Part 1 - Inconsistency of Reviews**  
 We believe that the reviews for Grade 7 were inconsistent both with the overall review process and with other reviews. While most reviewers worked on a 5-point scale, the Grade 7 reviewers issued only three 5-point ratings (Very Good Alignment) for the Mathematical Thinking and Reasoning Standards and the ELA Standards, and zero 5-point ratings for any Mathematics Benchmarks, even when their comments are entirely positive and/or include no noted deficiencies. When compared to the reviews of other Savvas mathematics courses for Grades 6-8, there is an obvious anomaly. All *enVision Mathematics Florida B.E.S.T.* courses were created by the same team of authors, editors, and consultants, and follow the same pedagogy and lesson format.

| Savvas Program      | Number of 5-Point Ratings for Standards Benchmarks (by both reviewers) | Percentage of 5-Point Ratings for Standards Benchmarks |
|---------------------|------------------------------------------------------------------------|--------------------------------------------------------|
| <b>Grade 7</b>      | <b>3</b>                                                               | <b>3%</b>                                              |
| Grade 6             | 93                                                                     | 85%                                                    |
| Grade 8 Pre-Algebra | 85                                                                     | 77%                                                    |
| Accelerated Grade 6 | 107                                                                    | 75%                                                    |
| Accelerated Grade 7 | 141                                                                    | 99%                                                    |

The of Accelerated Grade 7 procedures and creates an enormous discrepancy with other reviews. In addition, the lack of meeting the required threshold of an average rating of 4 nearly impossible. This is Accelerated Grades, and yet, the Grade 7 ratings are consistently lower than those of the

| Benchmark                                                                  | Grade 7 Reviewer 1 (Champion) | Grade 7 Reviewer 2 (Pitts) | Grade 6 Accelerated Reviewer 1 | Grade 6 Accelerated Reviewer 2 |
|----------------------------------------------------------------------------|-------------------------------|----------------------------|--------------------------------|--------------------------------|
| <b>MA.7.AR.1.2</b> Determine whether two linear expressions are equivalent | 4                             | 4                          | 5                              | 5                              |

**Clarifications**  
*Clarification 1:* Instruction includes using properties of operations accurately and efficiently.  
*Clarification 2:* Instruction includes linear expressions in any form with rational coefficients.

Students combine like terms, expand, and use the properties of operations to create and

Benchmark clarifications are addressed

Lessons highlighted here cover the benchmark and provide ample opportunity for students to

This standard is taught well

Very Good Alignment) while both Grade 6 Accelerated reviewers rated alignment of the



|   | D                       | E | F                               | G        | H                                                                                                               |
|---|-------------------------|---|---------------------------------|----------|-----------------------------------------------------------------------------------------------------------------|
| 1 |                         |   |                                 |          | <b>Reviewer Evaluation Scale:</b><br>5- Very Good<br>4- Good<br>3- Fair<br>2- Poor<br>1- Very Poor/No Alignment |
| 2 |                         |   |                                 |          |                                                                                                                 |
| 3 | Savvas Link to Evidence |   | Link to correction in materials | Comments |                                                                                                                 |
| 4 |                         |   |                                 |          |                                                                                                                 |
| 5 |                         |   |                                 |          |                                                                                                                 |
| 6 |                         |   | N/A                             |          |                                                                                                                 |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | B   |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 7  | <p><b>MA.7.AR.2.2</b> Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.</p> <p><u>Clarifications</u></p> <ul style="list-style-type: none"> <li>• Clarification 1: Instruction focuses the application of the properties of equality. Refer to Properties of Operations, Equality and Inequality (Appendix D).</li> <li>• Clarification 2: Instruction includes equations in the forms <math>px \pm q = r</math> and <math>p(x \pm q) = r</math>, where p, q and r are specific rational numbers.</li> <li>• Clarification 3: Problems include linear equations where the variable may be on either side of the equal sign.</li> </ul> | N/A |
| 8  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |     |
| 9  | <p><b>MA.7.AR.3.1</b> Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.</p> <p><u>Clarifications</u></p> <ul style="list-style-type: none"> <li>• Clarification 1: Instruction includes discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error.</li> </ul>                                                                                                                                                                                                                                                                                                                                                       | N/A |
| 10 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |     |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                           |          |                                                                                                              |           |                                                                                                                                                                                            |                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <p><b>Clarification 3:</b> Refer to <a href="#">Properties of Operations, Equality and Inequality (Appendix D)</a>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Identity equivalent expressions.</p>                                                                                                   | <p>4</p> | <p>4</p>                                                                                                     | <p>5</p>  | <p>5</p>                                                                                                                                                                                   | <p>practices.</p>                                                        |
| <p><b>MA.7.AR.2.2</b> Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.</p> <p><b>Clarifications</b><br/> Clarification 1: Instruction focuses the application of the properties of equality. Refer to Properties of Operations, Equality and Inequality (Appendix D).<br/> Clarification 2: Instruction includes equations in the forms <math>px+q=r</math> and <math>p(x+q)=r</math>, where <math>p</math>, <math>q</math> and <math>r</math> are specific rational numbers.<br/> Clarification 3: Problems include linear equations where the</p> | <p>Presents one and two step equations with real-world context. Required forms of equations are used.</p>                                 | <p>4</p> | <p>Splitting writing equations into two lessons is a good idea</p>                                           | <p>5</p>  | <p>Lessons highlighted align to benchmark. I liked how students were given ample opportunities to learn and practice using the properties of equality prior to being expected to solve</p> | <p>Excellent alignment with the instructional models from the B1G-M.</p> |
| <p><b>MA.7.AR.3.1</b> Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.</p> <p><b>Clarifications</b><br/> <b>Clarification 1:</b> Instruction includes discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error.</p>                                                                                                                                                                                                                                                                                                             | <p>Covers all percent examples defined in the clarifications. All presented in real world problems and are relatable to the audience.</p> | <p>4</p> | <p>Real world problems are given to practice percent (also relatable, such as percent of phone battery).</p> | <p>4</p>  | <p>Very good alignment. I really like how the distinction is made between a ratio and a fraction, even though they are both written in the same format.</p>                                | <p>This standard is taught well</p>                                      |
| <p><b>Part 2 – Benchmark-Specific Responses</b><br/> In specific cases, we believe the reviewers also missed content or made some judgments in their ratings that were pedagogical or related to preference of implementation, rather than focused strictly on the question of whether the standard was effectively addressed in the course. Specific examples are provided below.</p>                                                                                                                                                                                                                                                   | <p>Grade 7 Accelerated Reviewer 1 (Champion)</p>                                                                                          | <p>4</p> | <p>Grade 7 Reviewer 2 (Pitts)</p>                                                                            | <p>5</p>  | <p>Grade 6 Accelerated Reviewer 1</p>                                                                                                                                                      | <p>Grade 6 Accelerated Reviewer 2</p>                                    |
| <p>10</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>7</p>                                                                                                                                  | <p>8</p> | <p>9</p>                                                                                                     | <p>10</p> | <p>10</p>                                                                                                                                                                                  | <p>10</p>                                                                |

|    | D | E | F   | G | H |
|----|---|---|-----|---|---|
| 7  |   |   | N/A |   |   |
| 8  |   |   | N/A |   |   |
| 9  |   |   |     |   |   |
| 10 |   |   |     |   |   |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | B   |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 11 | <p><b>MA.7.AR.2.1</b> Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.</p> <p><u>Benchmark Clarifications:</u></p> <ul style="list-style-type: none"> <li>• Clarification 1: Instruction focuses on the properties of inequality. Refer to Properties of Operations, Equality and Inequality (Appendix D).</li> <li>• Clarification 2: Instruction includes inequalities in the forms <math>px &gt; q</math>; <math>xp &gt; q</math>; <math>x \pm p &gt; q</math> and <math>p \pm x &gt; q</math>, where <math>p</math> and <math>q</math> are specific rational numbers and any inequality symbol can be represented.</li> <li>• Clarification 3: Problems include inequalities where the variable may be on either side of the inequality symbol.</li> </ul> | N/A |
| 12 | <p><b>MA.7.AR.3.2</b> Apply previous understanding of ratios to solve real-world problems involving proportions.</p> <p><u>Example:</u> Scott is mowing lawns to earn money to buy a new gaming system and knows he needs to mow 35 lawns to earn enough money. If he can mow 4 lawns in 3 hours and 45 minutes, how long will it take him to mow 35 lawns? Assume that he can mow each lawn in the same amount of time.</p> <p><u>Example:</u> Ashley normally runs 10-kilometer races which is about 6.2 miles. She wants to start training for a half-marathon which is 13.1 miles. How many kilometers will she run in the half-marathon? How does that compare to her normal 10K race distance?</p>                                                                                                                                                | N/A |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | (Champion)                                                                                                                                  | (Pitts)                                                                                                                             | Reviewer 1                                             | Reviewer 2                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------|
| <p><b>MA.7.AR.2.1</b> Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.</p> <p><b>Benchmark Clarifications:</b><br/>                     Clarification 1: Instruction focuses on the properties of inequality. Refer to Properties of Operations, Equality and Inequality (Appendix D).<br/>                     Clarification 2: Instruction includes inequalities in the forms <math>px &gt; q</math>; <math>xp &gt; q</math>; <math>x + p &gt; q</math> and <math>px &gt; q</math>, where <math>p</math> and <math>q</math> are specific rational numbers and any inequality symbol can be represented.<br/>                     Clarification 3: Problems include inequalities where the variable may be on either side of the inequality symbol.</p> | <p>Presents one and two step inequalities. They are represented algebraically and graphically. Required forms of inequalities are used.</p> | <p>Benchmark is covered, more examples of solving different types of inequalities (relating them back to equations) are needed.</p> | <p>The highlighted lessons align to the benchmark.</p> | <p>This standard is taught well</p> |

Inequalities Using Multiplication or Division (pp. 277–282) includes forms  $px > q$  and  $xp > q$ , including all four inequality symbols and problems with inequalities on either side of the inequality symbol. Additional instruction and practice opportunities can be found in the Topic Review (pp. 289–290).

11 As Ms. Pitts commented, this benchmark is covered, and all examples of solving different types of inequalities required by the Benchmark Clarifications are included. Therefore, we request that the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                      |                                                                                                                           |                                                                                                                                                                                                                                   |                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| <p><b>MA.7.AR.3.2</b> Apply previous understanding of ratios to solve real-world problems involving proportions.</p> <p><b>Example:</b> Scott is mowing lawns to earn money to buy a new gaming system and knows he needs to mow 35 lawns to earn enough money. If he can mow 4 lawns in 3 hours and 45 minutes, how long will it take him to mow 35 lawns? Assume that he can mow each lawn in the same amount of time.</p> <p><b>Example:</b> Ashley normally runs 10-kilometer races which is about 6.2 miles. She wants to start training for a half-marathon which is 13.1 miles. How many kilometers will she run in the half-marathon? How does that compare to her normal 10K race distance?</p> | 4                                                                                                    | 3                                                                                                                         | 3                                                                                                                                                                                                                                 | 5                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>real world problems involving proportional relationships are used-time and money, and recipes</p> | <p>Ratios are more tied to percent problems rather than proportion problems (although proportions are used to solve).</p> | <p>The highlighted lessons only expose students to using proportions to solve real-world problems involving percentages. I would think there should be questionings involving proportions that do not pertain to percentages.</p> | <p>This standard is taught very well</p> |

-4, and 3-5. Two reviewers suggest that the course does not address non-percent problems (see link in Column D) in which students apply proportions to solve a wide variety of problems (see link in Column E).  
 At the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).

|    | D                                                                         | E                            | F   | G    | H |
|----|---------------------------------------------------------------------------|------------------------------|-----|------|---|
| 11 |                                                                           |                              | N/A |      |   |
| 12 | <a href="#">Lesson 2-5 Apply Proportional Reasoning To Solve Problems</a> | <a href="#">Topic Review</a> | N/A | Fine |   |



|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | B   |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 13 | <p><b>MA.7.AR.3.3</b> Solve mathematical and real-world problems involving the conversion of units across different measurement systems.</p> <p>Clarification 1: Problem types are limited to length, area, weight, mass, volume and money.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | N/A |
| 14 | <p><b>MA.7.AR.4.4</b> Given any representation of a proportional relationship, translate the representation to a written description, table or equation.</p> <p>Example: The written description, there are 60 minutes in 1 hour, can be represented as the equation <math>m=60h</math>.</p> <p>Example: Gina works as a babysitter and earns \$9 per hour. She would like to earn \$100 to buy a new tennis racket. Gina wants to know how many hours she needs to work. She can use the equation <math>h=19e</math>, where <math>e</math> is the amount of money earned, <math>h</math> is the number of hours worked and 19 is the constant of proportionality.</p> <p>Benchmark Clarifications:<br/> Clarification 1: Given representations are limited to a written description, graph, table or equation.<br/> Clarification 2: Instruction includes equations of proportional relationships in the form of <math>y=px</math>, where <math>p</math> is the constant of proportionality.</p> | N/A |

| Benchmark                                                                                                                                                                                                                                                                                                                                                        | Grade 7 Reviewer 1 (Champion)                                                  | Grade 7 Reviewer 2 (Pitts) | Grade 7 Accelerated Review                                | Grade 7 Accelerated Review |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------|-----------------------------------------------------------|----------------------------|
| <p><b>MA.7.AR.3.3</b> Solve mathematical and real-world problems involving the conversion of units across different measurement systems.</p> <p><b>Clarification 1:</b> Problem types are limited to length, area, weight, mass, volume and money.</p> <p><b>Clarification 2:</b> Problem types are limited to length, area, weight, mass, volume and money.</p> | 2                                                                              | 4                          | 5                                                         | 5                          |
| <p>Concept related to proportional relationships -only lengths and weight, and mass are used. Area, volume and money are left out. A few pages address capacity which is not in the clarifications.</p>                                                                                                                                                          | <p>Benchmark is covered well and is connected to previously learned skill.</p> | <p>Metric conversions</p>  | <p>Really good discourse supports embedded in the TE.</p> |                            |

all comments are positive, including notes that this benchmark is “covered well” and notified in the clarification—area, volume, and money—are “left out;” however, all of these

13 Based on the evidence that items indicated as “left out” are, in fact, included in the course, as well as the very positive overall reviewer scores regarding alignment to the Benchmark, we request that the score of 2 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).

| Benchmark                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Grade 7 Reviewer 1 (Champion) | Grade 7 Reviewer 2 (Pitts) | Grade 7 Accelerated Review | Grade 7 Accelerated Review |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|----------------------------|----------------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>MA.7.AR.4.4</b> Given any representation of a proportional relationship, translate the representation to a written description, table or equation.</p> <p><b>Example:</b> The written description, there are 60 minutes in 1 hour, can be represented as the equation <math>m=60/h</math>.</p> <p><b>Example:</b> Gina works as a babysitter and earns \$9 per hour. She would like to earn \$100 to buy a new tennis racket. Gina wants to know how many hours she needs to work. She can use the equation <math>h=19e</math>, where <math>e</math> is the amount of money earned, <math>h</math> is the number of hours worked and 19 is the constant of proportionality.</p> <p><b>Benchmark Clarifications:</b></p> <ul style="list-style-type: none"> <li>Clarification 1: Given representations are limited to a written description, graph, table or equation.</li> <li>Clarification 2: Instruction</li> </ul> | 4                             | 3                          | 5                          | 5                          | <p>Ample opportunities to explore and practice translating proportional representations into written descriptions, tables or equations. Converting units are embedded in this skill.</p> <p>Benchmark is covered: it is dispersed throughout ratio and proportion lessons and connected to other ratio and proportion benchmarks.</p> <p>Translate proportional relationships</p> <p>Good variety of examples matching B1G-M Instructional Strategies</p> |
| <p>reviewer comments, lack of any noted deficiencies, and the “ample opportunities to explore and request that the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                               |                            |                            |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|    | D | E                                                                                                    | F   | G                                                     | H |
|----|---|------------------------------------------------------------------------------------------------------|-----|-------------------------------------------------------|---|
| 13 |   | Lesson 2-4 (includes problems on area, volume, and money). See the TRY It!, Example 3, and Item #11. | N/A | Fine; wonder how addressed throughout rest of course. |   |
| 14 |   |                                                                                                      | N/A |                                                       |   |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | B   |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 15 | <p><b>MA.7.DP.2.4</b> Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.</p> <p>Clarification 1: Instruction includes representing probability as a fraction, percentage or decimal.</p> <p>Clarification 2: Instruction includes recognizing that experimental probabilities may differ from theoretical probabilities due to random variation. As the number of repetition increases experimental probabilities will typically better approximate the theoretical probabilities.</p> <p>Clarification 3: Experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner.</p> | N/A |
| 16 | <p><b>MA.7.GR.1.1</b> Apply formulas to find the areas of trapezoids, parallelograms and rhombi.</p> <p>Clarification 1: Instruction focuses on the connection from the areas of trapezoids, parallelograms and rhombi to the areas of rectangles or triangles.</p> <p>Clarification 2: Within this benchmark, the expectation is not to memorize area formulas for trapezoids, parallelograms and rhombi.</p>                                                                                                                                                                                                                                                                                                                                           | N/A |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                           |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>includes equations of proportional relationships in the form of <math>y=px</math>, where <math>p</math> is the constant of proportionality.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                           |                                                                                                                                                                                                                                                                                 | <p>1</p>                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>MA.7.DP.2.4</b> Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.</p> <p><u>Clarification 1:</u> Instruction includes representing probability as a fraction, percentage or decimal.</p> <p><u>Clarification 2:</u> Instruction includes recognizing that experimental probabilities may differ from theoretical probabilities due to random variation. As the number of repetition increases experimental probabilities will typically better approximate the theoretical probabilities.</p> <p><u>Clarification 3:</u> Experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner</p> | <p>3</p> <p>students represent probability using a fraction, decimal, and percent and compare the results of experimental probabilities to theoretical probabilities.</p> | <p>4</p> <p>Instruction does a good job of explaining how to compare experimental and theoretical probability.</p>                                                                                                                                                              | <p>5</p> <p>The highlighted lessons here do a great job with having students compare experimental probability with theoretical probability.</p>                | <p>5</p> <p>This standard is taught well</p> <p>3. Pitts comments that the “instruction does a good job of explaining how to compare and “taught well.” Ms. Champion mentions that one aspect of one clarification (“random of Clarification 2. (See link in Column D/E) all aspects of the benchmark and its clarifications are addressed, we request that the score of 3 be</p> |
| <p><b>MA.7.GR.1.1</b> Apply formulas to find the areas of trapezoids, parallelograms and rhombi.</p> <p><u>Clarification 1:</u> Instruction focuses on the connection from the areas of trapezoids, parallelograms and rhombi to the areas of rectangles or triangles.</p> <p><u>Clarification 2:</u> Within this benchmark, the expectation is not to memorize area formulas for trapezoids, parallelograms and rhombi.</p>                                                                                                                                                                                                                                                                                                                                                 | <p>4</p> <p>Connects the area of rhombi, parallelograms, and trapezoids to that of rectangles and squares.</p>                                                            | <p>3</p> <p>Formulas are derived from previously learned formulas; there could be some confusion with the trapezoid formula because it is derived from a parallelogram in one part of the lesson, but then decomposed into a rectangle and two triangles in another part of</p> | <p>4</p> <p>The highlighted lessons align completely to the benchmark, however, I would have liked to see additional practice problems for this benchmark.</p> | <p>4</p> <p>This standard is taught well</p> <p>hat the content “aligns completely” and another adding that it is “taught well.” Ms. Pitts ea formulas, but this is, in fact, the point of Clarification 1. This connection to the areas of t enVision Florida B.E.S.T. Mathematics Grade 7 fully aligns to the expectations of this Alignment) or 5 (Very Good Alignment).</p>   |

|    | D | E | F | G | H |
|----|---|---|---|---|---|
| 15 |   |   |   |   |   |
|    |   |   |   |   |   |
| 16 |   |   |   |   |   |

Example of Clarification 2 (see Example 2)

N/A

Okay

N/A

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | B   |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|    | <p><b>MA.7.GR.1.2</b> Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.</p> <p><u>Clarification 1:</u> Within this benchmark, the expectation is not to find areas of figures on the coordinate plane or to find missing dimensions.</p>                                                                                                                                                                                     |     |
| 17 | <p><b>MA.7.GR.2.2</b> Solve real-world problems involving surface area of right circular cylinders.</p> <p><u>Clarification 1:</u> Within this benchmark, the expectation is not to memorize the surface area formula for a right circular cylinder or to find radius as a missing dimension.</p> <p><u>Clarification 2:</u> Solutions may be represented in terms of pi (<math>\pi</math>) or approximately.</p>                                                                                                              | N/A |
| 18 | <p><b>MA.7.NSO.1.1</b> Know and apply the Laws of Exponents to evaluate numerical expressions, and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.</p> <p><u>Clarification 1:</u> Instruction focuses on building the Laws of Exponents from specific examples. Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents.</p> <p><u>Clarification 2:</u> Problems in the form <math>a^m \cdot a^n = a^p</math> must result in a whole-number value for p.</p> | N/A |
| 19 | <p><b>MA.7.NSO.2.1</b> Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.</p> <p><u>Clarification 1:</u> Multi-step expressions are limited to 6 or fewer steps.</p>                                                                                                                                                                                                                                                | N/A |
| 20 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |     |

| Benchmark                                                                                                                                                                                                                                                                                                                                  | Reviewer 1 (Champion)                                                                                                                 | Reviewer 2 (Pitts)                                                                                                                                               | Accelerated Review                  | Accelerated Review |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------|
| <p><b>MA.7.GR.1.2</b> Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.</p> <p><b>Clarification 1:</b> Within this benchmark, the expectation is not to find areas of figures on the coordinate plane or to find missing dimensions.</p> | 3                                                                                                                                     | 3                                                                                                                                                                | 4                                   | 5                  |
| <p>Students are expected to find the area of composite figures; however, few real work problems are presented.</p>                                                                                                                                                                                                                         | <p>I feel that the lesson needs to start off with less complex figures, then move into more complex as students feel comfortable.</p> | <p>The large majority of problems included in this lesson are mathematical rather than real-world. I would have liked to see a more even balance of the two.</p> | <p>This standard is taught well</p> |                    |

17 or 5 (Very Good Alignment).

| Benchmark                                                                                                                                                                                                         | Grade 7 Reviewer 1 (Champion)                      | Grade 7 Reviewer 2 (Pitts) | Grade 7 Accelerated Review            | Grade 7 Accelerated Review |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|----------------------------|---------------------------------------|----------------------------|
| <p><b>MA.7.GR.2.2</b> Solve real-world problems involving surface area of right circular cylinders.</p> <p><b>Clarification 1:</b> Within this benchmark, the expectation is not to memorize the surface area</p> | 4                                                  | 3                          | 5                                     | 5                          |
| <p>Real world problems are used.</p>                                                                                                                                                                              | <p>The examples given use real world problems;</p> | <p>SA cylinders</p>        | <p>Good problem set of real world</p> |                            |

states that the examples given use real world problems, Ms. Champion agrees, and a Grade 7 application. Ms. Pitts expresses a desire “for more practice problems,” but this is a full *enVision Florida B.E.S.T. Mathematics Grade 7* course provides numerous additional *enVision Florida B.E.S.T. Mathematics Grade 7* fully aligns to the expectations of this (ment) or 5 (Very Good Alignment).

| Benchmark                                                                                                                                                                                                                                                                                                                           | Grade 7 Reviewer 1 (Champion)                                                              | Grade 7 Reviewer 2 (Pitts) | Grade 7 Accelerated Review                                  | Grade 7 Accelerated Review |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------|-------------------------------------------------------------|----------------------------|
| <p><b>MA.7.NSO.1.1</b> Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.</p> <p><b>Clarification 1:</b> Instruction focuses on building the Laws of Exponents from specific examples. Refer to</p> | 4                                                                                          | 3                          | 5                                                           | 5                          |
| <p>Provides lots of opportunities to apply the laws of exponents</p>                                                                                                                                                                                                                                                                | <p>Instruction focuses on building the laws, I feel that the laws should be spread out</p> | <p>law of exponents</p>    | <p>Good integration of error analysis into the lessons.</p> |                            |

ent or coverage of this Benchmark. The content of *enVision B.E.S.T. Florida Mathematics* and therefore, we request that the score of 3 be reconsidered and improved to a 4 (Good

| Benchmark                                                                                        | Grade 7 Reviewer 1 (Champion) | Grade 7 Reviewer 2 (Pitts) | Grade 6 Accelerated Review | Grade 6 Accelerated Review |
|--------------------------------------------------------------------------------------------------|-------------------------------|----------------------------|----------------------------|----------------------------|
| <p><b>MA.7.NSO.2.1</b> Solve mathematical problems using multi-step order of operations with</p> | 3                             | 3                          | 4                          | 5                          |
| <p>problems include grouping symbols, whole number exponents, and absolute value as required</p> |                               |                            |                            |                            |

stify a rating of 3. Ms. Pitts expresses a preference for additional extension; these *Mathematics Grade 7* fully aligns to the expectations of this Benchmark and we request that



|    | D                                                             | E                                                                       | F   | G                                                                 | H |
|----|---------------------------------------------------------------|-------------------------------------------------------------------------|-----|-------------------------------------------------------------------|---|
| 17 | <a href="#">Example of Real World Problem (see Example 2)</a> | <a href="#">Examples of Real World Problems (see Items #10 and #12)</a> | N/A | Instruction should allow for student flexibility in decomposition |   |
| 18 |                                                               |                                                                         | N/A |                                                                   |   |
| 19 |                                                               |                                                                         | N/A |                                                                   |   |
| 20 |                                                               |                                                                         | N/A |                                                                   |   |

|    | A                                                                                                                                                                                             | B   |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|    | <b>MA.7.NSO.2.3</b> Solve real-world problems involving any of the four operations with rational numbers.                                                                                     | N/A |
| 21 | Clarification 1: Instruction includes using one or more operations to solve problems.<br><b>MA.K12.MTR.1.1</b> Actively participate in effortful learning both individually and collectively. | N/A |
| 22 | (continued)                                                                                                                                                                                   |     |
| 23 |                                                                                                                                                                                               |     |
| 24 | <b>MA.K12.MTR.2.1</b> Demonstrate understanding by representing problems in multiple ways.                                                                                                    | N/A |
| 25 | <b>MA.K12.MTR.4.1</b> Engage in discussions that reflect on the mathematical thinking of self and others.                                                                                     | N/A |
| 26 | <b>MA.K12.MTR.6.1</b> Assess the reasonableness of solutions.                                                                                                                                 | N/A |
| 27 | <b>MA.K12.MTR.7.1</b> Apply mathematics to real-world contexts.                                                                                                                               | N/A |
| 28 |                                                                                                                                                                                               |     |
| 29 |                                                                                                                                                                                               |     |
| 30 |                                                                                                                                                                                               |     |
| 31 |                                                                                                                                                                                               |     |
| 32 |                                                                                                                                                                                               |     |
| 33 |                                                                                                                                                                                               |     |
| 34 |                                                                                                                                                                                               |     |
| 35 |                                                                                                                                                                                               |     |



|    | D                                                                                                                   | E                                                                             | F   | G    | H |
|----|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-----|------|---|
| 21 | <a href="#">Examples of Real World Problems (see Examples 1 and 2)</a>                                              | <a href="#">Examples of Real World Problems (see items #12, #13, and #14)</a> | N/A | Fine |   |
| 22 | <a href="#">Example of Exploratory Activity That Occurs in Every Lesson</a>                                         |                                                                               | N/A | Fine |   |
| 23 | <a href="#">Math Thinking and Reasoning Handbook (Student)</a>                                                      | <a href="#">Math Thinking and Reasoning Handbook (Teacher)</a>                | N/A | Fine |   |
| 24 |                                                                                                                     |                                                                               | N/A |      |   |
| 25 | <a href="#">Lesson 2-1 Example (see Thinking and Reasoning, Convince Me!, Do You Understand?, Do You Know How?)</a> |                                                                               | N/A |      |   |
| 26 | <a href="#">Examples of Check for Reasonableness (see pages 11, 15, and 16)</a>                                     |                                                                               | N/A |      |   |
| 27 | <a href="#">Examples of Real World Contexts</a>                                                                     | <a href="#">Examples of Real World Contexts</a>                               | N/A | Fine |   |
| 28 |                                                                                                                     |                                                                               |     |      |   |
| 29 |                                                                                                                     |                                                                               |     |      |   |
| 30 |                                                                                                                     |                                                                               |     |      |   |
| 31 |                                                                                                                     |                                                                               |     |      |   |
| 32 |                                                                                                                     |                                                                               |     |      |   |
| 33 |                                                                                                                     |                                                                               |     |      |   |
| 34 |                                                                                                                     |                                                                               |     |      |   |
| 35 |                                                                                                                     |                                                                               |     |      |   |

**From:** Starling, Courtney <Courtney.Starling@fldoe.org>  
**Sent:** Monday, May 02, 2022 3:00 PM EDT  
**To:** Baumbach, Amber; Hamilton, Lauren; Duncan, Patricia  
**CC:** Harvey, Ashley; Seeds, Cathy; Rivers1, Angelia  
**Subject:** RE: Savvas Learning Company Grade 7 appeal  
**Attachment(s):** "Savvas Grade 7 - Publisher Appeal.xlsx", "image002.png", "image005.png", "image006.png", "image007.png"  
Hi Amber,

My apologies. I made notes on those left blank that a link to the lesson needs to be provided for review. It is difficult to determine a yes or no alignment just based on arguments from a reviewer and the publisher without the context.

Courtney Starling  
Secondary Mathematics Specialist  
Office of STEAM  
Bureau of Standards and Instructional Support  
Florida Department of Education  
850.245.9066

cid:3a93a98a-7611-4546-85ea-0f8eb73bedc5

Please note that Florida has a very broad public records law. Most written communications to or from state officials are public records available to the public and media upon request.

---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Sent:** Monday, May 2, 2022 1:07 PM  
**To:** Starling, Courtney <Courtney.Starling@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Duncan, Patricia <Patricia.Duncan@fldoe.org>  
**Cc:** Harvey, Ashley <Ashley.Harvey@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Subject:** RE: Savvas Learning Company Grade 7 appeal

Thanks, Courtney!

There are a few comment boxes that are missing comments. Would you mind putting in either a "fine" if you are good with what the publisher has said as far as proving their alignment for each standard in question, or some specific feedback to the publisher stating what is needed or missing with their alignment? We will use this spreadsheet when we meet with the publisher again and it will be helpful to you to have specific talking points when addressing their standards alignment with them.

I've cleaned up the spreadsheet a little and highlighted comments that we need in blue. Anything in gray does not need a comment in that column. It may be helpful to print as it is hard to see the whole spreadsheet on the screen.

Let me know if you need anything.

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Starling, Courtney <Courtney.Starling@fldoe.org>  
**Sent:** Monday, May 2, 2022 11:07 AM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Duncan, Patricia <Patricia.Duncan@fldoe.org>  
**Cc:** Harvey, Ashley <Ashley.Harvey@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Subject:** RE: Savvas Learning Company Grade 7 appeal

That would be helpful, wouldn't it? Happy Monday!

Courtney Starling  
Secondary Mathematics Specialist  
Office of STEAM

Bureau of Standards and Instructional Support  
Florida Department of Education  
850.245.9066

cid:3a93a98a-7611-4546-85ea-0f8eb73bedc5

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---

**From:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>  
**Sent:** Monday, May 2, 2022 10:57 AM  
**To:** Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>  
**Cc:** Harvey, Ashley <[Ashley.Harvey@fldoe.org](mailto:Ashley.Harvey@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
**Subject:** RE: Savvas Learning Company Grade 7 appeal

Hi Courtney,

I think you forgot to attach the file J

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115  
DOE email signature

---

**From:** Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>  
**Sent:** Monday, May 2, 2022 10:37 AM  
**To:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>  
**Cc:** Harvey, Ashley <[Ashley.Harvey@fldoe.org](mailto:Ashley.Harvey@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
**Subject:** RE: Savvas Learning Company Grade 7 appeal

Hi Lauren,

Where the publisher provided links for evidence, I have added comments. Please let me know if you need anything else.

Courtney Starling  
Secondary Mathematics Specialist  
Office of STEAM  
Bureau of Standards and Instructional Support  
Florida Department of Education  
850.245.9066

cid:3a93a98a-7611-4546-85ea-0f8eb73bedc5

Please note that Florida has a very broad public records law. Most written communications to or from state officials are public records available to the public and media upon request.

---

**From:** Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Sent:** Thursday, April 28, 2022 8:19 AM  
**To:** Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>  
**Cc:** Starling, Courtney <[Courtney.Starling@fldoe.org](mailto:Courtney.Starling@fldoe.org)>; Harvey, Ashley <[Ashley.Harvey@fldoe.org](mailto:Ashley.Harvey@fldoe.org)>; Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Rivers1, Angelia <[Angelia.Rivers1@fldoe.org](mailto:Angelia.Rivers1@fldoe.org)>  
**Subject:** FW: Savvas Learning Company Grade 7 appeal

Hi ladies,

I have attached Savvas™ appeal response for Grade 7. Please take a look and provide feedback as necessary.

Thank you for all you do!  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400  
850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>  
**Sent:** Thursday, April 28, 2022 8:09 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Subject:** FW: Savvas Learning Company Grade 7 appeal

Cathy Seeds  
Director, Library Media & Instructional Materials  
Bureau of Standards & Instructional Support  
Florida Department of Education

DOE Logo

**From:** Rachel Powers-Scanga <[rachel.scanga@savvas.com](mailto:rachel.scanga@savvas.com)>  
**Sent:** Wednesday, April 27, 2022 9:28 AM  
**To:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Andy Yoo <[andy.yoo@savvas.com](mailto:andy.yoo@savvas.com)>; Kevin Schutz <[kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com)>; [mداughton@mmd-lawfirm.com](mailto:mداughton@mmd-lawfirm.com); Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>; Heather Boyd <[heather.boyd@savvas.com](mailto:heather.boyd@savvas.com)>; Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; James Lippe <[james.lippe@savvas.com](mailto:james.lippe@savvas.com)>  
**Subject:** Savvas Learning Company Grade 7 appeal

Please accept this correspondence and subsequent attachments as a response to and formal appeal of the instructional materials adoption recommendation for Savvas Learning Company.

We request a quick review of our appeal and immediate placement of our grade 7 FL enVision B.E.S.T. Mathematics on the state adopted instructional materials list.

Thank you,  
Rachel

|   | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | B                                           |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                             |
| 2 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                             |
| 3 | Standard Below 3<br>(if applicable)                                                                                                                                                                                                                                                                                                                                                                                                                                            | Special Topic<br>Concern<br>(If applicable) |
| 4 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                             |
| 5 | <p><b>MA.7.AR.1.2</b> Determine whether two linear expressions are equivalent</p> <p><u>Clarifications</u></p> <ul style="list-style-type: none"> <li>Clarification 1: Instruction includes using properties of operations accurately and efficiently.</li> <li>Clarification 2: Instruction includes linear expressions in any form with rational coefficients.</li> <li>Clarification 3: Refer to Properties of Operations, Equality and Inequality (Appendix D).</li> </ul> |                                             |
| 6 | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                             |



COURSE Grade Seven Mathematics

BID 390

Publisher (Savvas) Comments

**Publisher Summary:**  
*enVision Florida B.E.S.T. Mathematics Grade 7* was written specifically to align with Florida’s B.E.S.T. Standards for Mathematics, including the Mathematical Thinking and Reasoning (MTR) Standards. We believe that these materials fully address the required standards and benchmarks and meet all required specifications for adoption. Both of the state’s reviewers agreed, and recommended this product for adoption. However, the state has not recommended the product for adoption citing a state-specific standards score that did not meet the numerical threshold for adoption. In this response, we intend to show that several of the scores should be raised and that *enVision Florida B.E.S.T. Mathematics, Grade 7* should be approved for adoption.

**Part 1 - Inconsistency of Reviews**  
 We believe that the reviews for Grade 7 were inconsistent both with the overall review process and with other reviews. While most reviewers worked on a 5-point scale, the Grade 7 reviewers issued only three 5-point ratings (Very Good Alignment) for the Mathematical Thinking and Reasoning Standards and the ELA Standards, and zero 5-point ratings for any Mathematics Benchmarks, even when their comments are entirely positive and/or include no noted deficiencies. When compared to the reviews of other Savvas mathematics courses for Grades 6-8, there is an obvious anomaly. All *enVision Mathematics Florida B.E.S.T.* courses were created by the same team of authors, editors, and consultants, and follow the same pedagogy and lesson format.

| Savvas Program      | Number of 5-Point Ratings for Standards Benchmarks (by both reviewers) | Percentage of 5-Point Ratings for Standards Benchmarks |
|---------------------|------------------------------------------------------------------------|--------------------------------------------------------|
| <b>Grade 7</b>      | <b>3</b>                                                               | <b>3%</b>                                              |
| Grade 6             | 93                                                                     | 85%                                                    |
| Grade 8 Pre-Algebra | 85                                                                     | 77%                                                    |
| Accelerated Grade 6 | 107                                                                    | 75%                                                    |
| Accelerated Grade 7 | 141                                                                    | 99%                                                    |

The of Accelerated Grade 7 procedures and creates an enormous discrepancy with other reviews. In addition, the lack of meeting the required threshold of an average rating of 4 nearly impossible. This is Accelerated Grades, and yet, the Grade 7 ratings are consistently lower than those of the

| Benchmark                                                                  | Grade 7 Reviewer 1 (Champion) | Grade 7 Reviewer 2 (Pitts) | Grade 6 Accelerated Reviewer 1 | Grade 6 Accelerated Reviewer 2 |
|----------------------------------------------------------------------------|-------------------------------|----------------------------|--------------------------------|--------------------------------|
| <b>MA.7.AR.1.2</b> Determine whether two linear expressions are equivalent | 4                             | 4                          | 5                              | 5                              |

**Clarifications**  
*Clarification 1:* Instruction includes using properties of operations accurately and efficiently.  
*Clarification 2:* Instruction includes linear expressions in any form with rational coefficients.

Students combine like terms, expand, and use the properties of operations to create and

Benchmark clarifications are addressed

Lessons highlighted here cover the benchmark and provide ample opportunity for students to

This standard is taught well

Very Good Alignment) while both Grade 6 Accelerated reviewers rated alignment of the



|   | D                       | E | F                               | G        | H                                                                                                               |
|---|-------------------------|---|---------------------------------|----------|-----------------------------------------------------------------------------------------------------------------|
| 1 |                         |   |                                 |          | <b>Reviewer Evaluation Scale:</b><br>5- Very Good<br>4- Good<br>3- Fair<br>2- Poor<br>1- Very Poor/No Alignment |
| 2 |                         |   |                                 |          |                                                                                                                 |
| 3 | Savvas Link to Evidence |   | Link to correction in materials | Comments |                                                                                                                 |
| 4 |                         |   |                                 |          |                                                                                                                 |
| 5 |                         |   |                                 |          |                                                                                                                 |
| 6 |                         |   |                                 | N/A      | Need information to review for alignment.                                                                       |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | B   |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|    | <p><b>MA.7.AR.2.2</b> Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.</p> <p><u>Clarifications</u></p> <ul style="list-style-type: none"> <li>• Clarification 1: Instruction focuses the application of the properties of equality. Refer to Properties of Operations, Equality and Inequality (Appendix D).</li> <li>• Clarification 2: Instruction includes equations in the forms <math>px \pm q = r</math> and <math>p(x \pm q) = r</math>, where p, q and r are specific rational numbers.</li> <li>• Clarification 3: Problems include linear equations where the variable may be on either side of the equal sign.</li> </ul> | N/A |
| 7  | <p><b>MA.7.AR.3.1</b> Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.</p> <p><u>Clarifications</u></p> <ul style="list-style-type: none"> <li>• Clarification 1: Instruction includes discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error.</li> </ul>                                                                                                                                                                                                                                                                                                                                                       | N/A |
| 8  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |     |
| 9  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |     |
| 10 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |     |

|                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                 |          |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                           |                                                                    |                                                                                                                                                                                            |                                      |                                       |                                   |                                       |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|---------------------------------------|-----------------------------------|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Clarification 3:</b> Refer to <a href="#">Properties of Operations, Equality and Inequality (Appendix D)</a>.</p>                                                                                                                                                                                                                                                               | <p>Identity equivalent expressions.</p>                                                                                                                                                                                                                                                        | <p><b>MA.7.AR.2.2</b> Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.</p> | <p>4</p> | <p><b>Clarifications</b><br/>Clarification 1: Instruction focuses the application of the properties of equality. Refer to Properties of Operations, Equality and Inequality (Appendix D).<br/>Clarification 2: Instruction includes equations in the forms <math>px+q=r</math> and <math>p(x+q)=r</math>, where <math>p</math>, <math>q</math> and <math>r</math> are specific rational numbers.</p> | <p>Presents one and two step equations with real-world context. Required forms of equations are used.</p> | <p>Splitting writing equations into two lessons is a good idea</p> | <p>Lessons highlighted align to benchmark. I liked how students were given ample opportunities to learn and practice using the properties of equality prior to being expected to solve</p> | <p>Grade 7 Reviewer 1 (Champion)</p> | <p>Grade 6 Accelerated Reviewer 1</p> | <p>Grade 7 Reviewer 2 (Pitts)</p> | <p>Grade 6 Accelerated Reviewer 2</p> | <p><b>Benchmark</b><br/><b>MA.7.AR.3.1</b> Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.</p> <p><b>Clarifications</b><br/><b>Clarification 1:</b> Instruction includes discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error.</p> | <p>Covers all percent examples defined in the clarifications. All presented in real world problems and are relatable to the audience.</p> <p>Real world problems are given to practice percent (also relatable, such as percent of phone battery).</p> <p>Very good alignment. I really like how the distinction is made between a ratio and a fraction, even though they are both written in the same format.</p> <p>This standard is taught well</p> | <p><b>Part 2 – Benchmark-Specific Responses</b><br/>In specific cases, we believe the reviewers also missed content or made some judgments in their ratings that were pedagogical or related to preference of implementation, rather than focused strictly on the question of whether the standard was effectively addressed in the course. Specific examples are provided below.</p> |
| <p><b>Clarification 3:</b> Problems include linear equations where the</p>                                                                                                                                                                                                                                                                                                            | <p>practices.</p>                                                                                                                                                                                                                                                                              | <p>4</p>                                                                                                                                                        | <p>4</p> | <p>Clarification 3: Problems include linear equations where the</p>                                                                                                                                                                                                                                                                                                                                  | <p>Required forms of equations are used.</p>                                                              | <p>Splitting writing equations into two lessons is a good idea</p> | <p>Lessons highlighted align to benchmark. I liked how students were given ample opportunities to learn and practice using the properties of equality prior to being expected to solve</p> | <p>Grade 7 Reviewer 1 (Champion)</p> | <p>Grade 6 Accelerated Reviewer 1</p> | <p>Grade 7 Reviewer 2 (Pitts)</p> | <p>Grade 6 Accelerated Reviewer 2</p> | <p><b>Benchmark</b><br/><b>MA.7.AR.3.1</b> Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.</p> <p><b>Clarifications</b><br/><b>Clarification 1:</b> Instruction includes discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error.</p> | <p>Covers all percent examples defined in the clarifications. All presented in real world problems and are relatable to the audience.</p> <p>Real world problems are given to practice percent (also relatable, such as percent of phone battery).</p> <p>Very good alignment. I really like how the distinction is made between a ratio and a fraction, even though they are both written in the same format.</p> <p>This standard is taught well</p> | <p>Reviewer 1's review confirms that all requirements of the clarifications were met. Neither Grade 7 (Good Alignment) without any indication of why the content was not rated a 5 (Very Good Alignment) between the scores in the Grade 7 review and other similar reviews (including the</p>                                                                                        |
| <p><b>Part 2 – Benchmark-Specific Responses</b><br/>In specific cases, we believe the reviewers also missed content or made some judgments in their ratings that were pedagogical or related to preference of implementation, rather than focused strictly on the question of whether the standard was effectively addressed in the course. Specific examples are provided below.</p> | <p>Reviewer 1's review confirms that all requirements of the clarifications were met. Neither Grade 7 (Good Alignment) without any indication of why the content was not rated a 5 (Very Good Alignment) between the scores in the Grade 7 review and other similar reviews (including the</p> |                                                                                                                                                                 |          |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                           |                                                                    |                                                                                                                                                                                            |                                      |                                       |                                   |                                       |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                       |



|    | D | E | F   | G                                         | H |
|----|---|---|-----|-------------------------------------------|---|
| 7  |   |   | N/A | Need information to review for alignment. |   |
| 8  |   |   | N/A | Need information to review for alignment. |   |
| 9  |   |   |     |                                           |   |
| 10 |   |   |     |                                           |   |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | B   |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 11 | <p><b>MA.7.AR.2.1</b> Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.</p> <p><u>Benchmark Clarifications:</u></p> <ul style="list-style-type: none"> <li>Clarification 1: Instruction focuses on the properties of inequality. Refer to Properties of Operations, Equality and Inequality (Appendix D).</li> <li>Clarification 2: Instruction includes inequalities in the forms <math>px &gt; q</math>; <math>xp &gt; q</math>; <math>x \pm p &gt; q</math> and <math>p \pm x &gt; q</math>, where <math>p</math> and <math>q</math> are specific rational numbers and any inequality symbol can be represented.</li> <li>Clarification 3: Problems include inequalities where the variable may be on either side of the inequality symbol.</li> </ul> | N/A |
| 12 | <p><b>MA.7.AR.3.2</b> Apply previous understanding of ratios to solve real-world problems involving proportions.</p> <p><u>Example:</u> Scott is mowing lawns to earn money to buy a new gaming system and knows he needs to mow 35 lawns to earn enough money. If he can mow 4 lawns in 3 hours and 45 minutes, how long will it take him to mow 35 lawns? Assume that he can mow each lawn in the same amount of time.</p> <p><u>Example:</u> Ashley normally runs 10-kilometer races which is about 6.2 miles. She wants to start training for a half-marathon which is 13.1 miles. How many kilometers will she run in the half-marathon? How does that compare to her normal 10K race distance?</p>                                                                                                                                          | N/A |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | (Champion)                                                                                                                                  | (Pitts)                                                                                                                             | Reviewer 1                                             | Reviewer 2                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------|
| <p><b>MA.7.AR.2.1</b> Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.</p> <p><b>Benchmark Clarifications:</b><br/>                     Clarification 1: Instruction focuses on the properties of inequality. Refer to Properties of Operations, Equality and Inequality (Appendix D).<br/>                     Clarification 2: Instruction includes inequalities in the forms <math>px &gt; q</math>; <math>xp &gt; q</math>; <math>x + p &gt; q</math> and <math>px &gt; q</math>, where <math>p</math> and <math>q</math> are specific rational numbers and any inequality symbol can be represented.<br/>                     Clarification 3: Problems include inequalities where the variable may be on either side of the inequality symbol.</p> | <p>Presents one and two step inequalities. They are represented algebraically and graphically. Required forms of inequalities are used.</p> | <p>Benchmark is covered, more examples of solving different types of inequalities (relating them back to equations) are needed.</p> | <p>The highlighted lessons align to the benchmark.</p> | <p>This standard is taught well</p> |

Inequalities Using Multiplication or Division (pp. 277–282) includes forms  $px > q$  and  $xp > q$ , including all four inequality symbols and problems with inequalities on either side of the inequality symbol. Additional instruction and practice opportunities can be found in the Topic Review (pp. 289–290).

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                    |                                                                                                                                                                                                                                            |                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| <p>11</p> <p>As Ms. Pitts commented, this benchmark is covered, and all examples of solving different types of inequalities required by the Benchmark Clarifications are included. Therefore, we request that the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).</p>                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                    |                                                                                                                                                                                                                                            |                                                   |
| <p><b>MA.7.AR.3.2</b> Apply previous understanding of ratios to solve real-world problems involving proportions.</p> <p><b>Example:</b> Scott is mowing lawns to earn money to buy a new gaming system and knows he needs to mow 35 lawns to earn enough money. If he can mow 4 lawns in 3 hours and 45 minutes, how long will it take him to mow 35 lawns? Assume that he can mow each lawn in the same amount of time.</p> <p><b>Example:</b> Ashley normally runs 10-kilometer races which is about 6.2 miles. She wants to start training for a half-marathon which is 13.1 miles. How many kilometers will she run in the half-marathon? How does that compare to her normal 10K race distance?</p> | <p>4</p> <p>real world problems involving proportional relationships are used-time and money, and recipes</p>                                                                                                                                                                                                                          | <p>3</p> <p>Ratios are more tied to percent problems rather than proportion problems (although proportions are used to solve).</p> | <p>3</p> <p>The highlighted lessons only expose students to using proportions to solve real-world problems involving percentages. I would think there should be questionings involving proportions that do not pertain to percentages.</p> | <p>5</p> <p>This standard is taught very well</p> |
| <p>12</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>-4, and 3-5. Two reviewers suggest that the course does not address non-percent problems (see link in Column D) in which students apply proportions to solve a wide variety of problems (see link in Column E).<br/>                     At the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good</p> |                                                                                                                                    |                                                                                                                                                                                                                                            |                                                   |

|    | D                                                                         | E                            | F   | G                                            | H |
|----|---------------------------------------------------------------------------|------------------------------|-----|----------------------------------------------|---|
| 11 |                                                                           |                              | N/A | Need link to lesson to review for alignment. |   |
| 12 | <a href="#">Lesson 2-5 Apply Proportional Reasoning to Solve Problems</a> | <a href="#">Topic Review</a> | N/A | Fine                                         |   |



|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | B   |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 13 | <p><b>MA.7.AR.3.3</b> Solve mathematical and real-world problems involving the conversion of units across different measurement systems.</p> <p>Clarification 1: Problem types are limited to length, area, weight, mass, volume and money.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | N/A |
| 14 | <p><b>MA.7.AR.4.4</b> Given any representation of a proportional relationship, translate the representation to a written description, table or equation.</p> <p>Example: The written description, there are 60 minutes in 1 hour, can be represented as the equation <math>m=60h</math>.</p> <p>Example: Gina works as a babysitter and earns \$9 per hour. She would like to earn \$100 to buy a new tennis racket. Gina wants to know how many hours she needs to work. She can use the equation <math>h=19e</math>, where <math>e</math> is the amount of money earned, <math>h</math> is the number of hours worked and 19 is the constant of proportionality.</p> <p>Benchmark Clarifications:<br/> Clarification 1: Given representations are limited to a written description, graph, table or equation.<br/> Clarification 2: Instruction includes equations of proportional relationships in the form of <math>y=px</math>, where <math>p</math> is the constant of proportionality.</p> | N/A |

| Benchmark                                                                                                                                                                                                                                                                                                                                                        | Grade 7 Reviewer 1 (Champion)                                                  | Grade 7 Reviewer 2 (Pitts) | Grade 7 Accelerated Review                                | Grade 7 Accelerated Review |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------|-----------------------------------------------------------|----------------------------|
| <p><b>MA.7.AR.3.3</b> Solve mathematical and real-world problems involving the conversion of units across different measurement systems.</p> <p><b>Clarification 1:</b> Problem types are limited to length, area, weight, mass, volume and money.</p> <p><b>Clarification 1:</b> Problem types are limited to length, area, weight, mass, volume and money.</p> | 2                                                                              | 4                          | 5                                                         | 5                          |
| <p>Concept related to proportional relationships -only lengths and weight, and mass are used. Area, volume and money are left out. A few pages address capacity which is not in the clarifications.</p>                                                                                                                                                          | <p>Benchmark is covered well and is connected to previously learned skill.</p> | <p>Metric conversions</p>  | <p>Really good discourse supports embedded in the TE.</p> |                            |

all comments are positive, including notes that this benchmark is “covered well” and notified in the clarification—area, volume, and money—are “left out;” however, all of these

13 Based on the evidence that items indicated as “left out” are, in fact, included in the course, as well as the very positive overall reviewer scores regarding alignment to the Benchmark, we request that the score of 2 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).

| Benchmark                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Grade 7 Reviewer 1 (Champion) | Grade 7 Reviewer 2 (Pitts) | Grade 7 Accelerated Review | Grade 7 Accelerated Review |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|----------------------------|----------------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>MA.7.AR.4.4</b> Given any representation of a proportional relationship, translate the representation to a written description, table or equation.</p> <p><b>Example:</b> The written description, there are 60 minutes in 1 hour, can be represented as the equation <math>m=60h</math>.</p> <p><b>Example:</b> Gina works as a babysitter and earns \$9 per hour. She would like to earn \$100 to buy a new tennis racket. Gina wants to know how many hours she needs to work. She can use the equation <math>h=19e</math>, where <math>e</math> is the amount of money earned, <math>h</math> is the number of hours worked and 19 is the constant of proportionality.</p> <p><b>Benchmark Clarifications:</b></p> <ul style="list-style-type: none"> <li>Clarification 1: Given representations are limited to a written description, graph, table or equation.</li> <li>Clarification 2: Instruction</li> </ul> | 4                             | 3                          | 5                          | 5                          | <p>Ample opportunities to explore and practice translating proportional representations into written descriptions, tables or equations. Converting units are embedded in this skill.</p> <p>Benchmark is covered: it is dispersed throughout ratio and proportion lessons and connected to other ratio and proportion benchmarks.</p> <p>Translate proportional relationships</p> <p>Good variety of examples matching B1G-M Instructional Strategies</p> |
| <p>reviewer comments, lack of any noted deficiencies, and the “ample opportunities to explore and request that the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                               |                            |                            |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|    | D | E                                                                                                    | F   | G                                                     | H |
|----|---|------------------------------------------------------------------------------------------------------|-----|-------------------------------------------------------|---|
| 13 |   | Lesson 2-4 (includes problems on area, volume, and money). See the Try It!, Example 3, and Item #11. | N/A | Fine; wonder how addressed throughout rest of course. |   |
| 14 |   |                                                                                                      | N/A | Need link to lesson to review for alignment.          |   |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | B   |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 15 | <p><b>MA.7.DP.2.4</b> Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.</p> <p>Clarification 1: Instruction includes representing probability as a fraction, percentage or decimal.</p> <p>Clarification 2: Instruction includes recognizing that experimental probabilities may differ from theoretical probabilities due to random variation. As the number of repetition increases experimental probabilities will typically better approximate the theoretical probabilities.</p> <p>Clarification 3: Experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner.</p> | N/A |
| 16 | <p><b>MA.7.GR.1.1</b> Apply formulas to find the areas of trapezoids, parallelograms and rhombi.</p> <p>Clarification 1: Instruction focuses on the connection from the areas of trapezoids, parallelograms and rhombi to the areas of rectangles or triangles.</p> <p>Clarification 2: Within this benchmark, the expectation is not to memorize area formulas for trapezoids, parallelograms and rhombi.</p>                                                                                                                                                                                                                                                                                                                                           | N/A |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>includes equations of proportional relationships in the form of <math>y=px</math>, where <math>p</math> is the constant of proportionality.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>1</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>MA.7.DP.2.4</b> Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.</p> <p><u>Clarification 1:</u> Instruction includes representing probability as a fraction, percentage or decimal.</p> <p><u>Clarification 2:</u> Instruction includes recognizing that experimental probabilities may differ from theoretical probabilities due to random variation. As the number of repetition increases experimental probabilities will typically better approximate the theoretical probabilities.</p> <p><u>Clarification 3:</u> Experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner</p> | <p>3</p> <p>4</p> <p>5</p> <p>5</p> <p>3. Pitts comments that the “instruction does a good job of explaining how to compare and “taught well.” Ms. Champion mentions that one aspect of one clarification (“random all aspects of the benchmark and its clarifications are addressed, we request that the score of 3 be</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>MA.7.GR.1.1</b> Apply formulas to find the areas of trapezoids, parallelograms and rhombi.</p> <p><u>Clarification 1:</u> Instruction focuses on the connection from the areas of trapezoids, parallelograms and rhombi to the areas of rectangles or triangles.</p> <p><u>Clarification 2:</u> Within this benchmark, the expectation is not to memorize area formulas for trapezoids, parallelograms and rhombi.</p>                                                                                                                                                                                                                                                                                                                                                 | <p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pitts) 3</p> <p>Grade 6 Accelerated Review 4</p> <p>Grade 6 Accelerated Review 4</p> <p>Connects the area of rhombi, parallelograms, and trapezoids to that of rectangles and squares.</p> <p>Formulas are derived from previously learned formulas; there could be some confusion with the trapezoid formula because it is derived from a parallelogram in one part of the lesson, but then decomposed into a rectangle and two triangles in another part of</p> <p>The highlighted lessons align completely to the benchmark, however, I would have liked to see additional practice problems for this benchmark.</p> <p>This standard is taught well</p> <p>hat the content “aligns completely” and another adding that it is “taught well.” Ms. Pitts ea formulas, but this is, in fact, the point of Clarification 1. This connection to the areas of t enVision Florida B.E.S.T. Mathematics Grade 7 fully aligns to the expectations of this Alignment) or 5 (Very Good Alignment).</p> |



|    | D | E                                                          | F   | G                                            | H |
|----|---|------------------------------------------------------------|-----|----------------------------------------------|---|
| 15 |   | <a href="#">Example of Clarification 2 (see Example 2)</a> | N/A | Okay                                         |   |
| 16 |   |                                                            | N/A | Need link to lesson to review for alignment. |   |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | B   |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|    | <p><b>MA.7.GR.1.2</b> Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.</p> <p><u>Clarification 1:</u> Within this benchmark, the expectation is not to find areas of figures on the coordinate plane or to find missing dimensions.</p>                                                                                                                                                                                     |     |
| 17 | <p><b>MA.7.GR.2.2</b> Solve real-world problems involving surface area of right circular cylinders.</p> <p><u>Clarification 1:</u> Within this benchmark, the expectation is not to memorize the surface area formula for a right circular cylinder or to find radius as a missing dimension.</p> <p><u>Clarification 2:</u> Solutions may be represented in terms of pi (<math>\pi</math>) or approximately.</p>                                                                                                              | N/A |
| 18 | <p><b>MA.7.NSO.1.1</b> Know and apply the Laws of Exponents to evaluate numerical expressions, and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.</p> <p><u>Clarification 1:</u> Instruction focuses on building the Laws of Exponents from specific examples. Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents.</p> <p><u>Clarification 2:</u> Problems in the form <math>a^m \cdot a^n = a^p</math> must result in a whole-number value for p.</p> | N/A |
| 19 | <p><b>MA.7.NSO.2.1</b> Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.</p> <p><u>Clarification 1:</u> Multi-step expressions are limited to 6 or fewer steps.</p>                                                                                                                                                                                                                                                | N/A |
| 20 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |     |

the lesson.

| Benchmark                                                                                                                                                                                                                                                                                                                           | Reviewer 1 (Champion)                                                                                                                 | Reviewer 2 (Pitts)                                                                                                                                               | Accelerated Review                  | Accelerated Review |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------|
| <p><b>MA.7.GR.1.2</b> Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.</p> <p>Clarification 1: Within this benchmark, the expectation is not to find areas of figures on the coordinate plane or to find missing dimensions.</p> | 3                                                                                                                                     | 3                                                                                                                                                                | 4                                   | 5                  |
| <p>Students are expected to find the area of composite figures; however, few real work problems are presented.</p>                                                                                                                                                                                                                  | <p>I feel that the lesson needs to start off with less complex figures, then move into more complex as students feel comfortable.</p> | <p>The large majority of problems included in this lesson are mathematical rather than real-world. I would have liked to see a more even balance of the two.</p> | <p>This standard is taught well</p> |                    |

17 or 5 (Very Good Alignment).

| Benchmark                                                                                               | Grade 7 Reviewer 1 (Champion)                      | Grade 7 Reviewer 2 (Pitts) | Grade 7 Accelerated Review            | Grade 7 Accelerated Review |
|---------------------------------------------------------------------------------------------------------|----------------------------------------------------|----------------------------|---------------------------------------|----------------------------|
| <p><b>MA.7.GR.2.2</b> Solve real-world problems involving surface area of right circular cylinders.</p> | 4                                                  | 3                          | 5                                     | 5                          |
| <p>Real world problems are used.</p>                                                                    | <p>The examples given use real world problems;</p> | <p>SA cylinders</p>        | <p>Good problem set of real world</p> |                            |

states that the examples given use real world problems, Ms. Champion agrees, and a Grade 7 application. Ms. Pitts expresses a desire “for more practice problems,” but this is a the full *enVision Florida B.E.S.T. Mathematics Grade 7* course provides numerous additional *enVision Florida B.E.S.T. Mathematics Grade 7* fully aligns to the expectations of this (ment) or 5 (Very Good Alignment).

| Benchmark                                                                                                                                                                                                     | Grade 7 Reviewer 1 (Champion)                                                              | Grade 7 Reviewer 2 (Pitts) | Grade 7 Accelerated Review                                  | Grade 7 Accelerated Review |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------|-------------------------------------------------------------|----------------------------|
| <p><b>MA.7.NSO.1.1</b> Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.</p> | 4                                                                                          | 3                          | 5                                                           | 5                          |
| <p>Provides lots of opportunities to apply the laws of exponents</p>                                                                                                                                          | <p>Instruction focuses on building the laws, I feel that the laws should be spread out</p> | <p>law of exponents</p>    | <p>Good integration of error analysis into the lessons.</p> |                            |

ent or coverage of this Benchmark. The content of *enVision B.E.S.T. Florida Mathematics* and therefore, we request that the score of 3 be reconsidered and improved to a 4 (Good

| Benchmark                                                                                        | Grade 7 Reviewer 1 (Champion) | Grade 7 Reviewer 2 (Pitts) | Grade 6 Accelerated Review | Grade 6 Accelerated Review |
|--------------------------------------------------------------------------------------------------|-------------------------------|----------------------------|----------------------------|----------------------------|
| <p><b>MA.7.NSO.2.1</b> Solve mathematical problems using multi-step order of operations with</p> | 3                             | 3                          | 4                          | 5                          |

problems include grouping symbols, whole number exponents, and absolute value as required rifications. stify a rating of 3. Ms. Pitts expresses a preference for additional extension; these *Mathematics Grade 7* fully aligns to the expectations of this Benchmark and we request that



|    | D                                                             | E                                                                       | F   | G                                                                                                                                                                | H |
|----|---------------------------------------------------------------|-------------------------------------------------------------------------|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 17 | <a href="#">Example of Real World Problem (see Example 2)</a> | <a href="#">Examples of Real World Problems (see Items #10 and #12)</a> | N/A | Instruction should allow for student flexibility in decomposition                                                                                                |   |
| 18 |                                                               |                                                                         | N/A | Need link to lesson to review for alignment. Agree that Reviewer 2 comments are more pedagogical in nature materials can/should be adapted to students in class. |   |
| 19 |                                                               |                                                                         | N/A | Need link to lesson to review for alignment. Agree that Reviewer 2 comments are more pedagogical in nature materials can/should be adapted to students in class. |   |
| 20 |                                                               |                                                                         | N/A | Need link to lesson to review for alignment.                                                                                                                     |   |

|    | A                                                                                                                                                                                             | B   |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|    | <b>MA.7.NSO.2.3</b> Solve real-world problems involving any of the four operations with rational numbers.                                                                                     | N/A |
| 21 | Clarification 1: Instruction includes using one or more operations to solve problems.<br><b>MA.K12.MTR.1.1</b> Actively participate in effortful learning both individually and collectively. | N/A |
| 22 | (continued)                                                                                                                                                                                   |     |
| 23 |                                                                                                                                                                                               |     |
| 24 | <b>MA.K12.MTR.2.1</b> Demonstrate understanding by representing problems in multiple ways.                                                                                                    | N/A |
| 25 | <b>MA.K12.MTR.4.1</b> Engage in discussions that reflect on the mathematical thinking of self and others.                                                                                     | N/A |
| 26 | <b>MA.K12.MTR.6.1</b> Assess the reasonableness of solutions.                                                                                                                                 | N/A |
| 27 | <b>MA.K12.MTR.7.1</b> Apply mathematics to real-world contexts.                                                                                                                               | N/A |
| 28 |                                                                                                                                                                                               |     |
| 29 |                                                                                                                                                                                               |     |
| 30 |                                                                                                                                                                                               |     |
| 31 |                                                                                                                                                                                               |     |
| 32 |                                                                                                                                                                                               |     |
| 33 |                                                                                                                                                                                               |     |
| 34 |                                                                                                                                                                                               |     |
| 35 |                                                                                                                                                                                               |     |



|    | D                                                                                                                   | E                                                                             | F   | G     | H |
|----|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-----|-------|---|
| 21 | <a href="#">Examples of Real World Problems (see Examples 1 and 2)</a>                                              | <a href="#">Examples of Real World Problems (see items #12, #13, and #14)</a> | N/A | Fine  |   |
| 22 | <a href="#">Example of Exploratory Activity That Occurs in Every Lesson</a>                                         |                                                                               | N/A | Fine  |   |
| 23 | <a href="#">Math Thinking and Reasoning Handbook (Student)</a>                                                      | <a href="#">Math Thinking and Reasoning Handbook (Teacher)</a>                | N/A | Fine  |   |
| 24 |                                                                                                                     |                                                                               | N/A | Fine. |   |
| 25 | <a href="#">Lesson 2-1 Example (see Thinking and Reasoning, Convince Me!, Do You Understand?, Do You Know How?)</a> |                                                                               | N/A | Fine  |   |
| 26 | <a href="#">Examples of Check for Reasonableness (see pages 11, 15, and 16)</a>                                     |                                                                               | N/A | Fine  |   |
| 27 | <a href="#">Examples of Real World Contexts</a>                                                                     | <a href="#">Examples of Real World Contexts</a>                               | N/A | Fine  |   |
| 28 |                                                                                                                     |                                                                               |     |       |   |
| 29 |                                                                                                                     |                                                                               |     |       |   |
| 30 |                                                                                                                     |                                                                               |     |       |   |
| 31 |                                                                                                                     |                                                                               |     |       |   |
| 32 |                                                                                                                     |                                                                               |     |       |   |
| 33 |                                                                                                                     |                                                                               |     |       |   |
| 34 |                                                                                                                     |                                                                               |     |       |   |
| 35 |                                                                                                                     |                                                                               |     |       |   |

**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>  
**Sent:** Monday, May 02, 2022 10:56 AM EDT  
**To:** Starling, Courtney; Hamilton, Lauren; Duncan, Patricia  
**CC:** Harvey, Ashley; Seeds, Cathy; Rivers1, Angelia  
**Subject:** RE: Savvas Learning Company Grade 7 appeal  
**Attachment(s):** "image001.png", "image002.png", "image003.png", "image004.png"

Hi Courtney,

I think you forgot to attach the file J

Thanks!

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

---

**From:** Starling, Courtney <Courtney.Starling@fldoe.org>  
**Sent:** Monday, May 2, 2022 10:37 AM  
**To:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Duncan, Patricia <Patricia.Duncan@fldoe.org>  
**Cc:** Harvey, Ashley <Ashley.Harvey@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Subject:** RE: Savvas Learning Company Grade 7 appeal

Hi Lauren,

Where the publisher provided links for evidence, I have added comments. Please let me know if you need anything else.

Courtney Starling  
Secondary Mathematics Specialist  
Office of STEAM  
Bureau of Standards and Instructional Support  
Florida Department of Education  
850.245.9066

cid:3a93a98a-7611-4546-85ea-0f8eb73bedc5

Please note that Florida has a very broad public records law. Most written communications to or from state officials are public records available to the public and media upon request.

---

**From:** Hamilton, Lauren <Lauren.Hamilton@fldoe.org>  
**Sent:** Thursday, April 28, 2022 8:19 AM  
**To:** Duncan, Patricia <Patricia.Duncan@fldoe.org>  
**Cc:** Starling, Courtney <Courtney.Starling@fldoe.org>; Harvey, Ashley <Ashley.Harvey@fldoe.org>; Baumbach, Amber <Amber.Baumbach@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>; Rivers1, Angelia <Angelia.Rivers1@fldoe.org>  
**Subject:** FW: Savvas Learning Company Grade 7 appeal

Hi ladies,

I have attached Savvas™ appeal response for Grade 7. Please take a look and provide feedback as necessary.

Thank you for all you do!  
Lauren

Lauren Hamilton  
Instructional Materials Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street, Suite 424  
Tallahassee, FL 32399-0400

850-245-0882 Office  
850-245-0826 Fax

FDOE\_Public Schools Signature (005)

---

**From:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>  
**Sent:** Thursday, April 28, 2022 8:09 AM  
**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>  
**Subject:** FW: Savvas Learning Company Grade 7 appeal

Cathy Seeds  
Director, Library Media & Instructional Materials  
Bureau of Standards & Instructional Support  
Florida Department of Education

DOE Logo

**From:** Rachel Powers-Scanga <[rachel.scanga@savvas.com](mailto:rachel.scanga@savvas.com)>  
**Sent:** Wednesday, April 27, 2022 9:28 AM  
**To:** Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>; Richmond, James <[James.Richmond@fldoe.org](mailto:James.Richmond@fldoe.org)>; Andy Yoo <[andy.yoo@savvas.com](mailto:andy.yoo@savvas.com)>; Kevin Schutz <[kevin.schutz@savvas.com](mailto:kevin.schutz@savvas.com)>; mdaughton@mmd-lawfirm.com; Heidi Bruhn <[heidi.bruhn@savvas.com](mailto:heidi.bruhn@savvas.com)>; Heather Boyd <[heather.boyd@savvas.com](mailto:heather.boyd@savvas.com)>; Ben Koth <[ben.koth@savvas.com](mailto:ben.koth@savvas.com)>; James Lippe <[james.lippe@savvas.com](mailto:james.lippe@savvas.com)>  
**Subject:** Savvas Learning Company Grade 7 appeal

Please accept this correspondence and subsequent attachments as a response to and formal appeal of the instructional materials adoption recommendation for Savvas Learning Company.

We request a quick review of our appeal and immediate placement of our grade 7 FL enVision B.E.S.T. Mathematics on the state adopted instructional materials list.

Thank you,  
Rachel

**From:** Narvaez-Garcia, Nancy <Nancy.Narvaez-Garcia@fldoe.org>  
**Sent:** Wednesday, November 03, 2021 3:04 PM EDT  
**To:** Danna Jankowski  
**CC:** Duncan, Patricia; Hamilton, Lauren; Seeds, Cathy; Baumbach, Amber  
**Subject:** RE: Science Adoption Updates  
**Attachment(s):** "image002.png", "image004.png", "image005.jpg", "image001.jpg", "image003.jpg"

Thank you Amber!

Danna – thank you for reaching out to both PJ and I and the IM team!

To answer your second question – the science standards will remain the same. However, all science courses (and other core subjects) will have the MAFS and LAFS replaced by the Mathematical Thinking and Reasoning Standards (MTRs) and ELA Expectations (EEs). You can find these new B.E.S.T. math and ELA standards embedded in all science courses on [cpalms.org](http://cpalms.org), under the course descriptions. Make sure to click on the '2022- and beyond' tab.

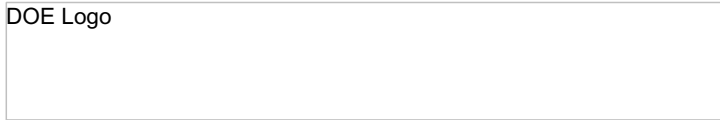


Please let me know if you have any additional questions regarding science standards.

Best,

Nancy Narvaez-Garcia  
K-12 Science Specialist, Office of STEAM  
Bureau of Standards & Instructional Support  
Florida Department of Education  
850-245-0946

DOE Logo



---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>  
**Sent:** Wednesday, November 3, 2021 2:50 PM  
**To:** Danna Jankowski <djankowski@acceleratelearning.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>  
**Cc:** Duncan, Patricia <Patricia.Duncan@fldoe.org>; Narvaez-Garcia, Nancy <Nancy.Narvaez-Garcia@fldoe.org>  
**Subject:** RE: Science Adoption Updates

Hi Danna,

I've attached our Instructional Materials Adoption Cycle which can also be found on our website under General Information:

<https://www.fldoe.org/academics/standards/instructional-materials/>

Also, you can take a look at our current adoption, Mathematics, on this website to get a feel for the timelines. Each adoption year generally follows the same yearly cycle.

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\* The specific adoption timeline has not yet been published for Science, so these dates are subject to change.

I'm copying our science specialists, PJ and Nancy to answer your question #2.

Please let me know if you have any further questions.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support

Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

**From:** Danna Jankowski <[djankowski@acceleratelearning.com](mailto:djankowski@acceleratelearning.com)>

**Sent:** Wednesday, November 3, 2021 1:59 PM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>

**Subject:** Science Adoption Updates

Good afternoon,

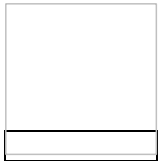
Hope this email finds you well.

I am reaching out to you today about the upcoming science adoption for Florida. In an effort to not take up too much of your time, I was hoping you would be able to assist me by answering the following questions. If there is someone else who I should direct my questions to, please let me know and I will gladly do so.

1. Is the science adoption still scheduled for 2022-2023?
2. Are the standards changing? If so, when?
3. When can we anticipate the adoption announcement to occur?
4. When can we anticipate materials being submitted?
5. When would sample materials be due?

Your time and assistance is greatly appreciated.

Kind regards,



**Danna Jankowski**

*Manager, Adoptions & RFPs*

**Accelerate Learning, Inc.**

**p:** (281) 833-4559

**a:** 5177 Richmond Ave., Suite 800, Houston, TX 77056

**w:** [stemscopes.com](http://stemscopes.com) **e:** [djankowski@acceleratelearning.com](mailto:djankowski@acceleratelearning.com)





**Sent:** Friday, December 03, 2021 1:33 PM EST

**To:** Danna Jankowski <djankowski@acceleratelearning.com> <Danna Jankowski <djankowski@acceleratelearning.com>>; Hamilton, Lauren; Seeds, Cathy

**CC:** Duncan, Patricia; Narvaez-Garcia, Nancy

**Subject:** RE: Science Adoption Updates

**Attachment(s):** "~WRD000.jpg", "AdoptionCycle.pdf", "image001.png", "image002.jpg"

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I'm copying our science specialists, PJ and Nancy to answer your question #2.

Please let me know if you have any further questions.

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

**From:** Danna Jankowski <djankowski@acceleratelearning.com>

**Sent:** Wednesday, November 3, 2021 1:59 PM

**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>

**Subject:** Science Adoption Updates

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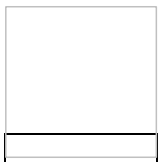
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Danna Jankowski

Manager, Adoptions & RFPs

**Accelerate Learning, Inc.**

p: (281) 833-4559

a: 5177 Richmond Ave., Suite 800, Houston, TX 77056

w: [stemscopes.com](http://stemscopes.com) e: [djankowski@acceleratelearning.com](mailto:djankowski@acceleratelearning.com)



**FLORIDA INSTRUCTIONAL MATERIALS ADOPTION SCHEDULE  
FOR ADOPTION YEARS 2020-2021 THROUGH 2023-2024**

| <b>Adoption Year</b> | <b>Subject Area</b>                | <b>Specifications and Criteria Available</b> | <b>State Adoption Process</b> | <b>Effective Date of Contract April 1 - March 31</b> | <b>Current Contracts Expire March 31</b>             |
|----------------------|------------------------------------|----------------------------------------------|-------------------------------|------------------------------------------------------|------------------------------------------------------|
| 2020-2021            | English Language Arts, <i>K-12</i> | May 2020                                     | September 2020-2021           | 2021-2026                                            | 2018<br><i>*contracts extended through 3/31/2021</i> |
| 2021-2022            | Mathematics, <i>K-12</i>           | Nov 2020                                     | April 2021-2022               | 2022-2027                                            | 2018<br><i>*contracts extended through 3/31/2021</i> |
| 2022-2023            | Social Studies, <i>K-12</i>        | Nov 2021                                     | Apr 2022-2023                 | 2023-2028                                            | 2022**                                               |
| 2023-2024            | Science, <i>K-12</i>               | Nov 2022                                     | Apr 2023-2024                 | 2024-2029                                            | 2023**                                               |

\* Current contract extensions

\*\*Contract will need extension for adjusted adoption schedule

Updated: 6/2/2020

**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>  
**Sent:** Wednesday, November 03, 2021 2:49 PM EDT  
**To:** Danna Jankowski; Hamilton, Lauren; Seeds, Cathy  
**CC:** Duncan, Patricia; Narvaez-Garcia, Nancy  
**Subject:** RE: Science Adoption Updates  
**Attachment(s):** "~WRD000.jpg", "AdoptionCycle.pdf", "image001.png", "image003.jpg"

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Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

**From:** Danna Jankowski <djankowski@acceleratelearning.com>  
**Sent:** Wednesday, November 3, 2021 1:59 PM  
**To:** Baumbach, Amber <Amber.Baumbach@fldoe.org>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>  
**Subject:** Science Adoption Updates

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Kind regards,



Danna Jankowski  
Manager, Adoptions & RFPs

**Accelerate Learning, Inc.**

p: (281) 833-4559

a: 5177 Richmond Ave., Suite 800, Houston, TX 77056

w: [stemscopes.com](http://stemscopes.com) e: [djankowski@acceleratelearning.com](mailto:djankowski@acceleratelearning.com)



**FLORIDA INSTRUCTIONAL MATERIALS ADOPTION SCHEDULE  
FOR ADOPTION YEARS 2020-2021 THROUGH 2023-2024**

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\* Current contract extensions

\*\*Contract will need extension for adjusted adoption schedule

Updated: 6/2/2020

**Sent:** Friday, December 03, 2021 12:40 PM EST

**To:** Danna Jankowski <djankowski@acceleratelearning.com> <Danna Jankowski <djankowski@acceleratelearning.com>>

**CC:** Duncan, Patricia; Hamilton, Lauren; Seeds, Cathy; Baumbach, Amber

**Subject:** RE: Science Adoption Updates

**Attachment(s):** "image002.png", "image004.png", "image005.jpg", "image006.jpg", "image001.jpg", "image007.jpg"

Thank you Amber!

Danna – thank you for reaching out to both PJ and I and the IM team!

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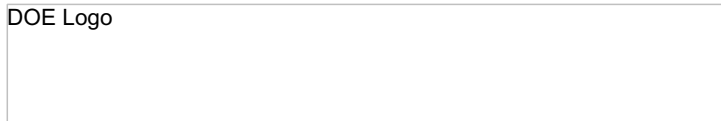


Please let me know if you have any additional questions regarding science standards.

Best,

Nancy Narvaez-Garcia  
K-12 Science Specialist, Office of STEAM  
Bureau of Standards & Instructional Support  
Florida Department of Education  
850-245-0946

DOE Logo



---

**From:** Baumbach, Amber <Amber.Baumbach@fldoe.org>

**Sent:** Wednesday, November 3, 2021 2:50 PM

**To:** Danna Jankowski <djankowski@acceleratelearning.com>; Hamilton, Lauren <Lauren.Hamilton@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>

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Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education

325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature

**From:** Danna Jankowski <[djankowski@acceleratelearning.com](mailto:djankowski@acceleratelearning.com)>

**Sent:** Wednesday, November 3, 2021 1:59 PM

**To:** Baumbach, Amber <[Amber.Baumbach@fldoe.org](mailto:Amber.Baumbach@fldoe.org)>; Hamilton, Lauren <[Lauren.Hamilton@fldoe.org](mailto:Lauren.Hamilton@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>

**Subject:** Science Adoption Updates

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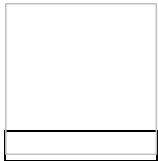
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**Danna Jankowski**

*Manager, Adoptions & RFPs*

**Accelerate Learning, Inc.**

**p:** (281) 833-4559

**a:** 5177 Richmond Ave., Suite 800, Houston, TX 77056

**w:** [stemscopes.com](http://stemscopes.com) **e:** [djankowski@acceleratelearning.com](mailto:djankowski@acceleratelearning.com)





**From:** Seeds, Cathy <Cathy> on behalf of Seeds, Cathy <Seeds, Cathy>  
**Sent:** Friday, November 12, 2021 10:04 AM EST  
**To:** Rachel Powers-Scanga  
**Subject:** RE: Social Studies Specifications  
**Attachment(s):** "image001.png", "image004.jpg", "image005.jpg"

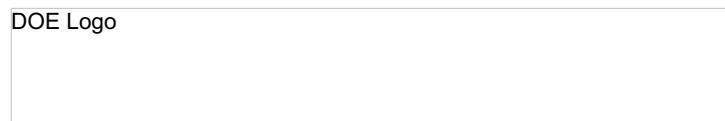
Good morning,

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Thank you,

Cathy Seeds  
Director, Library Media & Instructional Materials  
Bureau of Standards & Instructional Support  
Florida Department of Education

DOE Logo



---

**From:** Rachel Powers-Scanga <rachel.scanga@savvas.com>  
**Sent:** Thursday, November 11, 2021 8:50 AM  
**To:** Seeds, Cathy <Cathy.Seeds@fldoe.org>  
**Subject:** Social Studies Specifications

Good Morning Cathy,

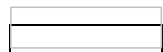
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Thanks so much.  
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**Rachel Powers-Scanga**  
Director of Sales, FL  
**Savvas Learning Company**  
Phone: (813) 838-4532

[savvas.com](http://savvas.com) | [@savvaslearning](https://twitter.com/savvaslearning)



**From:** Rachel Powers-Scanga <rachel.scanga@savvas.com>  
**Sent:** Friday, November 12, 2021 10:17 AM EST  
**To:** Seeds; Cathy  
**Subject:** Re: Social Studies Specifications  
**Attachment(s):** "image001.png", "image004.jpg", "image005.jpg"

Thanks Cathy!  
Appreciate you.  
Rachel

On Fri, Nov 12, 2021 at 10:04 AM Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)> wrote:

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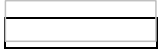
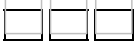
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**From:** Rachel Powers-Scanga <rachel.scanga@savvas.com>  
**Sent:** Tuesday, December 07, 2021 8:19 AM EST  
**To:** Seeds; Cathy  
**Subject:** Re: Social Studies Specifications  
**Attachment(s):** "image001.png", "image004.jpg", "image005.jpg"

Morning Cathy - checking on the specs for SS in case I missed them.  
My team has been checking the instructional materials website daily but have not seen the specs post. Can you confirm this is the correct location and they just haven't released yet?

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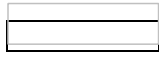
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**From:** Seeds, Cathy <Cathy> on behalf of Seeds, Cathy <Seeds, Cathy>  
**Sent:** Tuesday, December 07, 2021 8:34 AM EST  
**To:** Rachel Powers-Scanga  
**Subject:** RE: Social Studies Specifications  
**Attachment(s):** "image001.png", "image002.jpg", "image003.jpg"

Yes, they will be posted on the IM website. Coming soon!

Cathy Seeds  
Director, Library Media & Instructional Materials  
Bureau of Standards & Instructional Support  
Florida Department of Education

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**From:** Rachel Powers-Scanga <rachel.scanga@savvas.com>  
**Sent:** Tuesday, December 7, 2021 8:19 AM  
**To:** Seeds, Cathy <Cathy.Seeds@fldoe.org>  
**Subject:** Re: Social Studies Specifications

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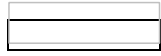
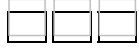
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**From:** DiPierro, Michael <Michael.DiPierro@fldoe.org>  
**Sent:** Friday, December 17, 2021 8:36 AM EST  
**To:** Duncan, Patricia; Polen, Matthew  
**CC:** Seeds; Cathy  
**Subject:** RE: Use of Adopted Florida Standards  
**Attachment(s):** "image002.png", "image003.png"

Hi Matt,

Since I oversee social studies, let me investigate this for you. How time sensitive is a response for your organization?

Kind regards,

Mike

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**From:** Duncan, Patricia <Patricia.Duncan@fldoe.org>  
**Sent:** Friday, December 17, 2021 8:26 AM  
**To:** Polen, Matthew <matthew.polen@mheducation.com>  
**Cc:** DiPierro, Michael <Michael.DiPierro@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>  
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PJ

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---

**From:** Polen, Matthew <[matthew.polen@mheducation.com](mailto:matthew.polen@mheducation.com)>  
**Sent:** Thursday, December 16, 2021 10:50:55 AM  
**To:** Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>  
**Subject:** FW: Use of Adopted Florida Standards

Hi, Patricia.

I received an auto-response from Karina's address that she was out of the office and to send any correspondence to you. Please see below.

Thanks!  
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**From:** Polen, Matthew  
**Sent:** Thursday, December 16, 2021 10:50 AM  
**To:** Figgett, Katrina <[Katrina.Figgett@fldoe.org](mailto:Katrina.Figgett@fldoe.org)>  
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Hi, Katrina.

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I have in my department's records that the Social Studies standards are free to use with attribution, and I wanted to check and make sure this was still the case. I also wanted to make sure we had an appropriate/approved attribution. Last time we just did "©2014, Florida Department of Education." Will that suffice? What year should we update the attribution to?

I hope you are well.

Thanks!



**Matthew Polen**

Content Licensing Manager, K-12 Social Studies  
McGraw-Hill | School Group  
8787 Orion Place, Columbus, OH 43240  
P: 614-430-6029  
[matthew.polen@mheducation.com](mailto:matthew.polen@mheducation.com)  
Pronouns: he, him, his  
mheducation.com

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**From:** Polen, Matthew <matthew.polen@mheducation.com>

**Sent:** Friday, December 17, 2021 8:46 AM EST

**To:** DiPierro, Michael; Duncan, Patricia

**CC:** Seeds; Cathy

**Subject:** RE: Use of Adopted Florida Standards

**Attachment(s):** "image001.png", "image002.png"

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**Sent:** Friday, December 17, 2021 8:26 AM

**To:** Polen, Matthew <matthew.polen@mheducation.com>

**Cc:** DiPierro, Michael <Michael.DiPierro@fldoe.org>; Seeds, Cathy <Cathy.Seeds@fldoe.org>

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**From:** Polen, Matthew <matthew.polen@mheducation.com>  
**Sent:** Monday, March 14, 2022 12:31 PM EDT  
**To:** DiPierro, Michael; Duncan, Patricia  
**CC:** Seeds; Cathy  
**Subject:** RE: Use of Adopted Florida Standards  
**Attachment(s):** "image001.png", "image002.png"

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**Sent:** Friday, December 17, 2021 8:59 AM  
**To:** Polen, Matthew <matthew.polen@mheducation.com>; Duncan, Patricia <Patricia.Duncan@fldoe.org>  
**Cc:** Seeds, Cathy <Cathy.Seeds@fldoe.org>  
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**To:** DiPierro, Michael; Duncan, Patricia  
**CC:** Seeds; Cathy  
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Michael DiPierro  
Director of Standards  
Bureau of Standards and Instructional Support  
*Student Success Is Our STANDARD*  
Division of Public Schools  
Florida Department of Education  
850-245-9773

FDOE\_Public Schools Signature

Visit <http://www.floridastudents.org/> for student tutorials and resources and <http://www.cpalms.org/> for standards information and course descriptions.

---

**From:** Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>  
**Sent:** Friday, December 17, 2021 8:26 AM  
**To:** Polen, Matthew <[matthew.polen@mheducation.com](mailto:matthew.polen@mheducation.com)>  
**Cc:** DiPierro, Michael <[Michael.DiPierro@fldoe.org](mailto:Michael.DiPierro@fldoe.org)>; Seeds, Cathy <[Cathy.Seeds@fldoe.org](mailto:Cathy.Seeds@fldoe.org)>  
**Subject:** Re: Use of Adopted Florida Standards

Good morning Matt,

I am copying in my colleagues for assistance with your questions below.

Thank you,  
PJ

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---

**From:** Polen, Matthew <[matthew.polen@mheducation.com](mailto:matthew.polen@mheducation.com)>  
**Sent:** Thursday, December 16, 2021 10:50:55 AM  
**To:** Duncan, Patricia <[Patricia.Duncan@fldoe.org](mailto:Patricia.Duncan@fldoe.org)>  
**Subject:** FW: Use of Adopted Florida Standards

Hi, Patricia.

I received an auto-response from Karina's address that she was out of the office and to send any correspondence to you. Please see below.

Thanks!  
Matt

---

**From:** Polen, Matthew  
**Sent:** Thursday, December 16, 2021 10:50 AM  
**To:** Figgett, Katrina <[Katrina.Figgett@fldoe.org](mailto:Katrina.Figgett@fldoe.org)>  
**Subject:** Use of Adopted Florida Standards

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I hope you are well.

Thanks!





**Matthew Polen**

Content Licensing Manager, K-12 Social Studies  
McGraw-Hill | School Group  
8787 Orion Place, Columbus, OH 43240  
P: 614-430-6029  
[matthew.polen@mheducation.com](mailto:matthew.polen@mheducation.com)  
Pronouns: he, him, his  
mheducation.com

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**From:** Polen, Matthew <matthew.polen@mheducation.com>  
**Sent:** Friday, December 17, 2021 9:00 AM EST  
**To:** DiPierro, Michael; Duncan, Patricia  
**CC:** Seeds; Cathy  
**Subject:** RE: Use of Adopted Florida Standards  
**Attachment(s):** "image001.png", "image002.png"

That should be fine. Thank you for your effort!

---

**From:** DiPierro, Michael <Michael.DiPierro@fldoe.org>  
**Sent:** Friday, December 17, 2021 8:59 AM  
**To:** Polen, Matthew <matthew.polen@mheducation.com>; Duncan, Patricia <Patricia.Duncan@fldoe.org>  
**Cc:** Seeds, Cathy <Cathy.Seeds@fldoe.org>  
**Subject:** RE: Use of Adopted Florida Standards

\*\*\* EXTERNAL EMAIL: If sender is unknown, use caution when opening. \*\*\*

Matt,

I sent the question to the appropriate team member and we will send you a response as soon as it is available. It may not be until after the New Year.

Be well,

Mike

Michael DiPierro  
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Bureau of Standards and Instructional Support  
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850-245-9773

FDOE\_Public Schools Signature

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---

**From:** Polen, Matthew <matthew.polen@mheducation.com>  
**Sent:** Friday, December 17, 2021 8:46 AM  
**To:** DiPierro, Michael <Michael.DiPierro@fldoe.org>; Duncan, Patricia <Patricia.Duncan@fldoe.org>  
**Cc:** Seeds, Cathy <Cathy.Seeds@fldoe.org>  
**Subject:** RE: Use of Adopted Florida Standards

Hello!

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Thanks for your help!  
Matt

---

**From:** DiPierro, Michael <Michael.DiPierro@fldoe.org>  
**Sent:** Friday, December 17, 2021 8:36 AM  
**To:** Duncan, Patricia <Patricia.Duncan@fldoe.org>; Polen, Matthew <matthew.polen@mheducation.com>  
**Cc:** Seeds, Cathy <Cathy.Seeds@fldoe.org>  
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**From:** Seeds, Cathy <Cathy> on behalf of Seeds, Cathy <Seeds, Cathy>

**Sent:** Friday, April 29, 2022 7:39 AM EDT

**To:** Jacobson; Lisa <Lisa.Jacobson@hnhco.com> <Lisa <Lisa.Jacobson@hnhco.com>>

**Subject:** Read: HNH initial appeal call

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**From:** Seeds, Cathy <Cathy> on behalf of Seeds, Cathy <Seeds, Cathy>  
**Sent:** Tuesday, May 17, 2022 7:39 AM EDT  
**To:** Jones; Beverly <Bev.Jones@cengage.com> <Beverly <Bev.Jones@cengage.com>>  
**Subject:** Read: Question

This is an evaluation copy of Aspose.Email for .NET.

<http://www.aspose.com/corporate/purchase/end-user-license-agreement.aspx>: View EULA Online

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**From:** Ken Brown, Senior Regional Vice President <Kenneth.Brown@mheducation.com>

**Sent:** Friday, February 11, 2022 11:16 AM EST

**To:** Commissioner

**Subject:** Reminder: Register today for our School of the Future Summit

[View in browser](#)

Hi Educator,

I'm writing to remind you to register for our [School of the Future Leadership Conference](#) being held at the Renaissance Concourse Atlanta Airport Hotel, on Thursday, February 24. We'll kick off the day with Dr. Shawn Joseph leading an interactive session as he describes the leadership mindset that is needed to effectively spearhead successful literacy initiatives. You will leave with a better understanding of what it takes to be a powerful and effective leader in today's educational environment.

I'm looking forward to seeing you at this special event. [Register today](#) to save your spot!

I hope you can join us!

Best,

Ken Brown, *Senior RVP Supplemental Sales, South Region*  
McGraw Hill | School  
8787 Orion Place, Columbus, Ohio 43240  
C: 850-251-1775  
kenneth.brown@mheducation.com

---

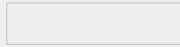
From: Achieve3000 Events <achieve3000events@mheducation.com>

Sent: Feb 4, 2022 8:00 AM

To: Educators

Subject: Join us live at our School of the Future Leadership Summit

Importance: High



## Achieve3000 School of the Future Leadership Summit

[REGISTER NOW](#)

Join our leadership team for a day of thought leadership and collaboration. We kick off our day with Dr. Shawn Joseph leading an interactive session as he describes the leadership mindset that is needed to effectively spearhead successful literacy initiatives. Drawing on the lessons of his most recent book, *Finding the Joseph Within*, this session will look at the state of literacy in America and provide proven strategies to promote growth and support student success.

Participants will leave with a better understanding of what it takes to be a powerful and effective leader in today's educational environment.

[REGISTER TODAY](#)



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331 Newman Springs Road, Suite 304, Red Bank, NJ

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**From:** Bob Onsi <bonsi@larsontexts.com>  
**Sent:** Tuesday, April 19, 2022 11:34 AM EDT  
**To:** Seeds; Cathy  
**Subject:** Request for Meeting - Big Ideas Learning & Florida Math Adoption  
**Attachment(s):** "image001.png", "image002.png"

Cathy,

I would like to request a meeting with you to better understand the FL DOE's concerns with our Math Adoption submissions for Grade K, Grade 1, Grade 4 and Algebra 2 so that we can work with you towards a positive outcome. Since the announcement on Friday, we have done some additional reviews of our materials and have made some changes that we hope will meet your needs related to Special Topics.

As a family-owned business with 40+ years solely focused on Math education, nothing is more important to us than the success of our partners at the State and Local levels in mathematics. Please let me know what your schedule permits and I am fully available today or tomorrow.

Sincerely,

Bob

-----  
Bob Onsi  
EVP, Publisher  
P: 814-651-0196



signature\_1561344828

**From:** Baumbach, Amber <Amber> on behalf of Baumbach, Amber <Baumbach, Amber>  
**Sent:** Monday, April 25, 2022 9:36 AM EDT  
**To:** rachel.scanga@savvas.com <rachel.scanga@savvas.com>  
**CC:** Richmond, James; Seeds, Cathy; Hamilton, Lauren; Rivers1, Angelia; heather.boyd@savvas.com <heather.boyd@savvas.com>; andy.yoo@savvas.com <andy.yoo@savvas.com>; kevin.schutz@savvas.com <kevin.schutz@savvas.com>; patricia.cole@savvas.com <patricia.cole@savvas.com>; Ben Koth  
**Subject:** Savvas - initial appeal call  
**Attachment(s):** "image001.png"

Hi Rachel,

Thank you so much for your willingness to work with the Department regarding your appeal submission. We have scheduled the initial negotiation call for Tuesday, April 26<sup>th</sup>, at 10:00 AM (EST). Please feel free to forward this meeting invite to all necessary parties. At this time Savvas has received all necessary data, evaluations, and details related to the appeal process. If you do not have this information, please let me know as soon as possible.

We look forward to speaking with you on Tuesday.

Savvas - appeal  
Tue, Apr 26, 2022 10:00 AM - 10:30 AM (EDT)

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<https://meet.goto.com/844306341>

**You can also dial in using your phone.**

United States (Toll Free): [1 877 309 2073](tel:18773092073)

United States: [+1 \(646\) 749-3129](tel:+16467493129)

**Access Code:** 844-306-341

**Join from a video-conferencing room or system.**

Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 844 306 341

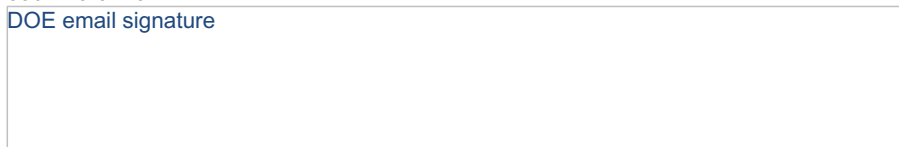
Or dial directly: 844306341@67.217.95.2 or 67.217.95.2##844306341

Get the app now and be ready when your first meeting starts: <https://meet.goto.com/install>

Thank you,

Amber Baumbach  
Library Media & Instructional Materials Program Specialist  
Bureau of Standards and Instructional Support  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
850-245-9115

DOE email signature



**From:** Rachel Powers-Scanga <rachel.scanga@savvas.com>

**Sent:** Friday, April 22, 2022 1:40 PM EDT

**To:** Seeds, Cathy; Hamilton, Lauren; Richmond, James

**CC:** Kevin Schutz; Andy Yoo; mdaughton@mmd-lawfirm.com <mdaughton@mmd-lawfirm.com>; Ben Koth; Heidi Bruhn; Chris Wawack

**Subject:** Savvas IM Appeal Bid # 382 Grade 2

**Attachment(s):** "FL Appeal letter.pdf","Grade 2 - Savvas-Appeal K-12 Mathematics-1.xlsx"

Please accept this correspondence and subsequent attachments as a response to and formal appeal of the instructional materials adoption recommendation for Savvas Learning Company.

We request a quick review of our appeal and immediate placement of our K-5 FL B.E.S.T. enVision Mathematics on the state adopted instructional materials list.

Additional appeals are forthcoming.

Thank you,  
Rachel



15 East Midland Avenue  
Paramus, NJ 07652  
Andy.yoo@savvas.com

April 22<sup>nd</sup>, 2022

Florida Department of Education  
Office of Instructional Materials  
325 W. Gaines Street-Suite 432  
Tallahassee, Florida 32399-0400

**RE: FL Bid 382 enVision Florida B.E.S.T. Mathematics Grade 2 (Copyright 2023, the “Product”) submitted for the 2021-2022 Adoption Year: K-12 Mathematics (the “Bid”)**

Dear Sir/Madam:

I am Senior Vice President and General Counsel of Savvas Learning Company LLC. In accordance with Rule 28-106.201 of the Florida Administrative Code, Savvas hereby formally requests an appeal of the results of the instructional materials adoption process for the above referenced Bid and the recent inclusion of the enVision Florida B.E.S.T. Mathematics Grade 2 Product on the 2021-2022 Not Recommended List on the FDOE instructional materials website page.

As requested, the attached materials contain a specific rebuttal of the findings from the FDOE that were sent to us on April 21st regarding the Grade 2 Product and its alleged non-conformity to Florida B.E.S.T. standards and/or the prohibition of special topics of concern. Savvas believes it has met all requirements of the Bid as per the attached rebuttal. Please note that we intend to appeal the FDOE decision with respect to Savvas’ other math instructional materials that were on the Non-Adopted List that we believe should be placed on the Adopted List, and additional evidence and materials will be forthcoming for those materials that are supportive of that position.

We specifically request that the Product be promptly placed on the approved Adoption List for the Bid based on the information we have provided. We would very much appreciate your expedited review of this appeal so that Savvas can serve Florida schools and students with these requested instructional materials. Please let us know any next steps to resolve this matter.

Sincerely,

Young J. Yoo (“Andy”)  
SVP, General Counsel  
Savvas Learning Company LLC

| A     | B                                                                                                                                                                                                                   | C                                                                                           | D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Bid # | Course                                                                                                                                                                                                              | Title                                                                                       | Special Topics (Y/N)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 1     | 382                                                                                                                                                                                                                 | Mathematics-Grade Two                                                                       | enVision Florida B.E.S.T. Mathematics Grade 2<br>Y(See below)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 2     | 390                                                                                                                                                                                                                 | M/J Grade 7 Mathematics                                                                     | enVision Florida B.E.S.T. Mathematics Grade 7<br>N                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 3     | 407                                                                                                                                                                                                                 | Mathematics for Data and Financial Literacy                                                 | Thinking Quantitatively: Communicating with Numbers<br>Y(See below)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 4     | 397                                                                                                                                                                                                                 | Mathematics for College Algebra                                                             | Algebra and Trigonometry<br>Y(See below)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 5     | 403                                                                                                                                                                                                                 | Pre-Calculus Honors                                                                         | Precalculus: Enhanced with Graphing Utilities<br>Y(See below)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 6     | 404                                                                                                                                                                                                                 | Pre-Calculus Honors                                                                         | Precalculus<br>Y(See below)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 7     | 398                                                                                                                                                                                                                 | Mathematics for College Statistics                                                          | Stats In Your World<br>Y(See below)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 8     | 400                                                                                                                                                                                                                 | Mathematics for College Statistics                                                          | Elementary Statistics: Picturing the World<br>Y(See below)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 9     | 395                                                                                                                                                                                                                 | Probability and Statistics Honors                                                           | Stats: Modeling the World<br>Y(See below)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 10    | 401                                                                                                                                                                                                                 | Mathematics for College Liberal Arts                                                        | Thinking Mathematically<br>Y(See below)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 11    |                                                                                                                                                                                                                     |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 12    |                                                                                                                                                                                                                     |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 13    |                                                                                                                                                                                                                     |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 14    | Bid 382 - Grade two                                                                                                                                                                                                 |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 15    | <p>Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?</p> <p>2 - Poor Alignment</p> | <p>Some lessons include growth mindset concepts, which are a component of SEL learning.</p> | <p>The clarifications for <b>Standards</b> individually and with others “maintain a positive mind</p> <p><b>enVision Florida B.E.S.T. Thinking and Reasoning (</b></p> <div data-bbox="527 1764 901 1942" style="border: 1px solid black; padding: 5px;"> <p><b>MA.K12.MTR</b></p> <ul style="list-style-type: none"> <li>Mathematicians</li> <li>Analyze the</li> <li>Ask question</li> <li>Build persev</li> <li>Stay engaged</li> <li>Help and sup</li> </ul> <p>Clarifications:<br/>Teachers who en...<br/>with others:<br/>• Cultivate a co...<br/>• Foster persev...<br/>• Develop stud...<br/>• Recognize stu...</p> </div> <p>Source: <i>Flo</i></p> <p>Therefore question adoption</p> |





|    | E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | F           | G        | H  | I           | J           | K    | L    | M           | N           |                    |        |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------|----|-------------|-------------|------|------|-------------|-------------|--------------------|--------|
| 1  | Standards Score                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Explanation | Emailled | De | Evaluations | Appeal File | What | Need | Negotiation | Changes due | Content Specialist | Review |
| 2  | 4.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |             |          |    |             |             |      |      |             |             |                    |        |
| 3  | 3.8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |             |          |    |             |             |      |      |             |             |                    |        |
| 4  | 3.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |             |          |    |             |             |      |      |             |             |                    |        |
| 5  | 4.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |             |          |    |             |             |      |      |             |             |                    |        |
| 6  | 4.9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |             |          |    |             |             |      |      |             |             |                    |        |
| 7  | 4.9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |             |          |    |             |             |      |      |             |             |                    |        |
| 8  | 4.6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |             |          |    |             |             |      |      |             |             |                    |        |
| 9  | 4.8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |             |          |    |             |             |      |      |             |             |                    |        |
| 10 | 4.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |             |          |    |             |             |      |      |             |             |                    |        |
| 11 | 4.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |             |          |    |             |             |      |      |             |             |                    |        |
| 12 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |          |    |             |             |      |      |             |             |                    |        |
| 13 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |          |    |             |             |      |      |             |             |                    |        |
| 14 | <b>SAVVAS RESPONSE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |             |          |    |             |             |      |      |             |             |                    |        |
|    | <p><i>Mathematics, Grade 2</i> was written specifically to align with <i>Florida’s B.E.S.T. Standards for Mathematics</i>, including the Mathematical (MTR) Standards.</p> <p><b>Standard MA.K.12.MTR.1.1</b> include the following statement: “Teachers who encourage students to participate actively in effortful learning both individually and collectively.” The full text of this standard and its clarifications are shown below:</p>                                                                                                                                                                                                                                                                                                                                                                                             |             |          |    |             |             |      |      |             |             |                    |        |
|    | <p><b>1.1 Actively participate in effortful learning both individually and collectively.</b></p> <p>who participate in effortful learning both individually and with others: problem in a way that makes sense given the task.</p> <p>s that will help with solving the task.</p> <p>erance by modifying methods as needed while solving a challenging task.</p> <p>and maintain a positive mindset when working to solve tasks.</p> <p>port each other when attempting a new method or approach.</p> <p>ourage students to participate actively in effortful learning both individually and collectively.</p> <p>ommunity of growth mindsets) learners.</p> <p>erance in students by choosing tasks that are challenging.</p> <p>nts’ ability to analyze and problem solve.</p> <p>udents’ effort when solving challenging problems.</p> |             |          |    |             |             |      |      |             |             |                    |        |
| 15 | <p>2.MTR.1.1 as required. We request that the rating for the category in the standards score for the title in question was 4.9 (sufficient for the category) as required in the Department of Education’s feedback as the basis for non-</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |             |          |    |             |             |      |      |             |             |                    |        |

**From:** Chris Wawack <chris.wawack@savvas.com>

**Sent:** Monday, April 18, 2022 7:08 PM EDT

**To:** Seeds, Cathy; Hamilton, Lauren; Richmond, James

**CC:** Heather Boyd; Ben Koth; Rachel Powers-Scanga; Andy Yoo; Kevin Schutz; Patricia Cole

**Subject:** Savvas Learning - FL 2021 Math Adoption - Appeal Process

Hi Lauren, Cathy, and James:

For the Florida Math 2021 Adoption, we have received and reviewed the Adopted and Non-Adopted Lists that FLDOE posted recently to its website. We intend to submit an appeal for the following Savvas Learning submissions that were not adopted.

At this time, we would like to request any information you can share as to the reasons for the decision not to adopt our submissions, including any evaluation reports from reviewers. For our submissions that were not approved due to the "inclusion of special topics," can you please provide a definition or description of these "special topics" and a list of any objectionable content found in the submissions.

**Savvas Learning Non-Adopted Math Instructional Materials**

| FL Bid ID# | Title                                               | Edition | Copyright | Course ID | Course                                      |
|------------|-----------------------------------------------------|---------|-----------|-----------|---------------------------------------------|
| 380        | enVision Florida B.E.S.T. Mathematics Grade K       | 1       | 2023      | 5012020   | Grade Kindergarten Mathematics              |
| 381        | enVision Florida B.E.S.T. Mathematics Grade 1       | 1       | 2023      | 5012030   | Grade One Mathematics                       |
| 382        | enVision Florida B.E.S.T. Mathematics Grade 2       | 1       | 2023      | 5012040   | Grade Two Mathematics                       |
| 383        | enVision Florida B.E.S.T. Mathematics Grade 3       | 1       | 2023      | 5012050   | Grade Three Mathematics                     |
| 384        | enVision Florida B.E.S.T. Mathematics Grade 4       | 1       | 2023      | 5012060   | Grade Four Mathematics                      |
| 385        | enVision Florida B.E.S.T. Mathematics Grade 5       | 1       | 2023      | 5012070   | Grade Five Mathematics                      |
| 390        | enVision Florida B.E.S.T. Mathematics Grade 7       | 1       | 2023      | 1205040   | Grade Seven Mathematics                     |
| 395        | Stats: Modeling the World                           | 5       | 2019      | 1210300   | Probability and Statistics Honors           |
| 397        | Algebra and Trigonometry                            | 7       | 2022      | 1200700   | Mathematics for College Algebra             |
| 398        | Stats In Your World                                 | 3       | 2020      | 1210305   | Mathematics for College Statistics          |
| 400        | Elementary Statistics: Picturing the World          | 7       | 2019      | 1210305   | Mathematics for College Statistics          |
| 401        | Thinking Mathematically                             | 7       | 2019      | 1207350   | Mathematics for College Liberal Arts        |
| 403        | Precalculus: Enhanced with Graphing Utilities       | 8       | 2021      | 1202340   | Precalculus Honors                          |
| 404        | Precalculus                                         | 7       | 2022      | 1202340   | Precalculus Honors                          |
| 407        | Thinking Quantitatively: Communicating with Numbers | 2       | 2020      | 1200387   | Mathematics for Data and Financial Literacy |

Thanks for all your help and guidance on this matter. If you need any more information from us or would like to discuss, please do not hesitate contacting me.

--

**Chris Wawack**

Manager, Adoption Contracts

**Savvas Learning Company**

Tel: (857) 353-5606

[savvas.com](http://savvas.com) | [@savvaslearning](https://twitter.com/savvaslearning)

**From:** Rachel Powers-Scanga <rachel.scanga@savvas.com>

**Sent:** Wednesday, April 27, 2022 9:28 AM EDT

**To:** Seeds, Cathy; Richmond, James; Andy Yoo; Kevin Schutz; mdaughton@mmd-lawfirm.com <mdaughton@mmd-lawfirm.com>; Heidi Bruhn; Heather Boyd; Ben Koth; James Lippe

**Subject:** Savvas Learning Company Grade 7 appeal

**Attachment(s):** "FL Appeal letter Grade 7.pdf", "Savvas Grade 7 - Publisher Appeal 4.26.22 (1).xlsx"

Please accept this correspondence and subsequent attachments as a response to and formal appeal of the instructional materials adoption recommendation for Savvas Learning Company.

We request a quick review of our appeal and immediate placement of our grade 7 FL enVision B.E.S.T. Mathematics on the state adopted instructional materials list.

Thank you,  
Rachel



15 East Midland Avenue  
Paramus, NJ 07652  
Andy.yoo@savvas.com

April 27<sup>th</sup>, 2022

Florida Department of Education  
Office of Instructional Materials  
325 W. Gaines Street-Suite 432  
Tallahassee, Florida 32399-0400

**RE: FL Bid 390 enVision Florida B.E.S.T. Mathematics Grade 7 (Copyright 2023, the “Product”) submitted for the 2021-2022 Adoption Year: K-12 Mathematics (the “Bid”)**

Dear Sir/Madam:

I am Senior Vice President and General Counsel of Savvas Learning Company LLC. In accordance with Rule 28-106.201 of the Florida Administrative Code, Savvas hereby formally requests an appeal of the results of the instructional materials adoption process for the above referenced Bid and the recent inclusion of the enVision Florida B.E.S.T. Mathematics Grade 7 Product on the 2021-2022 Not Recommended List on the FDOE instructional materials website page.

As requested, the attached materials contain a specific rebuttal of the findings from the FDOE that were sent to us on April 21st regarding the Grade 7 Product and its alleged non-conformity to Florida B.E.S.T. standards and/or the prohibition of special topics of concern. Savvas believes it has met all requirements of the Bid as per the attached rebuttal.

We specifically request that the Product be promptly placed on the approved Adoption List for the Bid based on the information we have provided. We would very much appreciate your expedited review of this appeal so that Savvas can serve Florida schools and students with these requested instructional materials. Please let us know any next steps to resolve this matter.

Sincerely,

Young J. Yoo (“Andy”)  
SVP, General Counsel  
Savvas Learning Company LLC

|   | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | B                                        |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                          |
| 2 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                          |
| 3 | Standard Below 3<br>(if applicable)                                                                                                                                                                                                                                                                                                                                                                                                                                            | Special Topic Concern<br>(If applicable) |
| 4 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                          |
| 5 | <p><b>MA.7.AR.1.2</b> Determine whether two linear expressions are equivalent</p> <p><u>Clarifications</u></p> <ul style="list-style-type: none"> <li>Clarification 1: Instruction includes using properties of operations accurately and efficiently.</li> <li>Clarification 2: Instruction includes linear expressions in any form with rational coefficients.</li> <li>Clarification 3: Refer to Properties of Operations, Equality and Inequality (Appendix D).</li> </ul> | N/A                                      |
| 6 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                          |

COURSE Grade Seven Mathematics

BID 390

Publisher (Savvas) Comments

**Publisher Summary:**  
*enVision Florida B.E.S.T. Mathematics, Grade 7* was written specifically to align with Florida’s B.E.S.T. Standards for Mathematics, including the Mathematical Thinking and Reasoning (MTR) Standards. We believe that these materials fully address the required standards and benchmarks and meet all required specifications for adoption. Both of the state’s reviewers agreed, and recommended this product for adoption. However, the state has not recommended the product for adoption citing a state-specific standards score that did not meet the numerical threshold for adoption. In this response, we intend to show that several of the scores should be raised and that *enVision Florida B.E.S.T. Mathematics, Grade 7* should be approved for adoption.

**Part 1 - Inconsistency of Reviews**  
 We believe that the reviews for Grade 7 were inconsistent both with the overall review process and with other reviews. While most reviewers worked on a 5-point scale, the Grade 7 reviewers issued only three 5-point ratings (Very Good Alignment) for the Mathematical Thinking and Reasoning Standards and the ELA Standards, and zero 5-point ratings for any Mathematics Benchmarks, even when their comments are entirely positive and/or include no noted deficiencies. When compared to the reviews of other Savvas mathematics courses for Grades 6-8, there is an obvious anomaly. *All enVision Mathematics Florida B.E.S.T.* courses were created by the same team of authors, editors, and consultants, and follow the same pedagogy and lesson format.

| Savvas Program      | Number of 5-Point Ratings for Standards Benchmarks (by both reviewers) | Percentage of 5-Point Ratings for Standards Benchmarks |
|---------------------|------------------------------------------------------------------------|--------------------------------------------------------|
| <b>Grade 7</b>      | <b>3</b>                                                               | <b>3%</b>                                              |
| Grade 6             | 93                                                                     | 85%                                                    |
| Grade 8 Pre-Algebra | 85                                                                     | 77%                                                    |
| Accelerated Grade 6 | 107                                                                    | 75%                                                    |
| Accelerated Grade 7 | 141                                                                    | 99%                                                    |

below. Procedures and creates an enormous discrepancy with other reviews. In addition, the lack of meeting the required threshold of an average rating of 4 nearly impossible. Accelerated Grades, and yet, the Grade 7 ratings are consistently lower than those not warrant the discrepancy in ratings. Examples of these discrepancies are provided

| Benchmark                                                                  | Grade 7 Reviewer 1 (Champion) | Grade 7 Reviewer 2 (Pitts) | Grade 6 Accelerated Reviewer 1 | Grade 6 Accelerated Reviewer 2 |
|----------------------------------------------------------------------------|-------------------------------|----------------------------|--------------------------------|--------------------------------|
| <b>MA.7.AR.1.2</b> Determine whether two linear expressions are equivalent | 4                             | 4                          | 5                              | 5                              |

**Clarifications**  
*Clarification 1:* Instruction includes using properties of operations accurately and efficiently.  
*Clarification 2:* Instruction includes linear expressions in any form with rational coefficients.

Students combine like terms, expand, and use the properties of operations to create and

Benchmark clarifications are addressed

Lessons highlighted here cover the benchmark and provide ample opportunity for students to

This standard is taught well

Very Good Alignment) while both Grade 6 Accelerated reviewers rated alignment of the

|   | D                       | E                               | F | G | H | I | J                                                                                                               | K |
|---|-------------------------|---------------------------------|---|---|---|---|-----------------------------------------------------------------------------------------------------------------|---|
| 1 |                         |                                 |   |   |   |   | <b>Reviewer Evaluation Scale:</b><br>5- Very Good<br>4- Good<br>3- Fair<br>2- Poor<br>1- Very Poor/No Alignment |   |
| 2 |                         |                                 |   |   |   |   |                                                                                                                 |   |
| 3 | Savvas Link to Evidence | Link to correction in materials |   |   |   |   |                                                                                                                 |   |
| 4 |                         |                                 |   |   |   |   |                                                                                                                 |   |
| 5 |                         |                                 |   |   |   |   |                                                                                                                 |   |
| 6 | N/A                     |                                 |   |   |   |   |                                                                                                                 |   |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | B   |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 7  | <p><b>MA.7.AR.2.2</b> Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.</p> <p><u>Clarifications</u></p> <ul style="list-style-type: none"> <li>Clarification 1: Instruction focuses the application of the properties of equality. Refer to Properties of Operations, Equality and Inequality (Appendix D).</li> <li>Clarification 2: Instruction includes equations in the forms <math>px \pm q = r</math> and <math>p(x \pm q) = r</math>, where p, q and r are specific rational numbers.</li> <li>Clarification 3: Problems include linear equations where the variable may be on either side of the equal sign.</li> </ul> | N/A |
| 8  | <p><b>MA.7.AR.3.1</b> Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.</p> <p><u>Clarifications</u></p> <ul style="list-style-type: none"> <li>Clarification 1: Instruction includes discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error.</li> </ul>                                                                                                                                                                                                                                                                                                                                                   | N/A |
| 9  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |
| 10 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                     |                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|
| <p><u>Clarification 3: Refer to Properties of Operations, Equality and Inequality (Appendix D).</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Identity equivalent expressions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>practices.</p>                   | <p>C</p>                            |
| <p><b>MA.7.AR.2.2</b> Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.</p> <p><b>Clarifications</b><br/> Clarification 1: Instruction focuses the application of the properties of equality. Refer to Properties of Operations, Equality and Inequality (Appendix D).<br/> Clarification 2: Instruction includes equations in the forms <math>px+q=r</math> and <math>p(x+q)=r</math>, where <math>p</math>, <math>q</math> and <math>r</math> are specific rational numbers.<br/> Clarification 3: Problems include linear equations where the variable may be on either side of</p> | <p>4</p> <p>4</p> <p>5</p> <p>5</p> <p>Excellent alignment with the instructional models from the B1G-M.</p> <p>on's review confirms that all requirements were met. Ms. Pitts' review includes a positive note for not rating this benchmark coverage as 5 (Very Good Alignment) as the Accelerated</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>4</p> <p>4</p> <p>5</p> <p>5</p> | <p>4</p> <p>4</p> <p>5</p> <p>5</p> |
| <p><b>MA.7.AR.3.1</b> Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.</p> <p><b>Clarifications</b><br/> Clarification 1: Instruction includes discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error.</p>                                                                                                                                                                                                                                                                                                                                                      | <p><b>Benchmark</b></p> <p>Grade 7 Reviewer 1 (Champion)</p> <p>Grade 7 Reviewer 2 (Pitts)</p> <p>Grade 6 Accelerated Reviewer 1</p> <p>Grade 6 Accelerated Reviewer 2</p> <p>Covers all percent examples defined in the clarifications. All presented in real world problems and are relatable to the audience.</p> <p>Real world problems are given to practice percent (also relatable, such as percent of phone battery).</p> <p>Very good alignment. I really like how the distinction is made between a ratio and a fraction, even though they are both written in the same format.</p> <p>This standard is taught well</p> <p>on's review confirms that all requirements of the clarifications were met. Neither Grade 7</p> <p>ood Alignment) without any indication of why the content was not rated a 5 (Very Good between the scores in the Grade 7 review and other similar reviews (including the</p> | <p>4</p> <p>4</p> <p>5</p> <p>5</p> | <p>4</p> <p>4</p> <p>5</p> <p>5</p> |
| <p><b>Part 2 - Benchmark-Specific Responses</b></p> <p>In specific cases, we believe the reviewers also missed content or made some judgments in their ratings that were pedagogical or related to preference of implementation, rather than focused strictly on the question of whether the standard was effectively addressed in the course. Specific examples are provided below.</p>                                                                                                                                                                                                                                                                                   | <p>Part 2 - Benchmark-Specific Responses</p> <p>In specific cases, we believe the reviewers also missed content or made some judgments in their ratings that were pedagogical or related to preference of implementation, rather than focused strictly on the question of whether the standard was effectively addressed in the course. Specific examples are provided below.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>9</p>                            | <p>10</p>                           |



|    | D | E | F   | G | H | I | J | K |
|----|---|---|-----|---|---|---|---|---|
| 7  |   |   | N/A |   |   |   |   |   |
| 8  |   |   | N/A |   |   |   |   |   |
| 9  |   |   |     |   |   |   |   |   |
| 10 |   |   |     |   |   |   |   |   |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | B   |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 11 | <p><b>MA.7.AR.2.1</b> Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.</p> <p><u>Benchmark Clarifications:</u></p> <ul style="list-style-type: none"> <li>• Clarification 1: Instruction focuses on the properties of inequality. Refer to Properties of Operations, Equality and Inequality (Appendix D).</li> <li>• Clarification 2: Instruction includes inequalities in the forms <math>px &gt; q</math>; <math>xp &gt; q</math>; <math>x \pm p &gt; q</math> and <math>p \pm x &gt; q</math>, where <math>p</math> and <math>q</math> are specific rational numbers and any inequality symbol can be represented.</li> <li>• Clarification 3: Problems include inequalities where the variable may be on either side of the inequality symbol.</li> </ul> | N/A |
| 12 | <p><b>MA.7.AR.3.2</b> Apply previous understanding of ratios to solve real-world problems involving proportions.</p> <p><u>Example:</u> Scott is mowing lawns to earn money to buy a new gaming system and knows he needs to mow 35 lawns to earn enough money. If he can mow 4 lawns in 3 hours and 45 minutes, how long will it take him to mow 35 lawns? Assume that he can mow each lawn in the same amount of time.</p> <p><u>Example:</u> Ashley normally runs 10-kilometer races which is about 6.2 miles. She wants to start training for a half-marathon which is 13.1 miles. How many kilometers will she run in the half-marathon? How does that compare to her normal 10K race distance?</p>                                                                                                                                                | N/A |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | (Champion)                                                                                                                                  | (Pitts)                                                                                                                             | Reviewer 1                                             | Reviewer 2                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------|
| <p><b>MA.7.AR.2.1</b> Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.</p> <p><b>Benchmark Clarifications:</b><br/>                     Clarification 1: Instruction focuses on the properties of inequality. Refer to Properties of Operations, Equality and Inequality (Appendix D).<br/>                     Clarification 2: Instruction includes inequalities in the forms <math>px &gt; q</math>, <math>x &gt; p</math>; <math>x \pm p &gt; q</math> and <math>p \pm x &gt; q</math>, where <math>p</math> and <math>q</math> are specific rational numbers and any inequality symbol can be represented.<br/>                     Clarification 3: Problems include inequalities where the variable may be on either side of the inequality symbol.</p> | <p>Presents one and two step inequalities. They are represented algebraically and graphically. Required forms of inequalities are used.</p> | <p>Benchmark is covered, more examples of solving different types of inequalities (relating them back to equations) are needed.</p> | <p>The highlighted lessons align to the benchmark.</p> | <p>This standard is taught well</p> |

s are included. Lesson 5-3 Solve Inequalities Using Addition or Subtraction (pp. 271–276) with inequalities on either side of the inequality symbol. Similarly, Lesson 5-4 Solve Inequalities on Either Side of the Inequality Symbol (pp. 277–280) including all four inequality symbols and problems with inequalities on either side of the inequality symbol. Additional instruction and practice opportunities can be found in the Topic Review (pp. 289–290).

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                      |                                                                                                                                    |                                                                                                                                                                                                                                            |                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| <p><b>11</b></p> <p>As Ms. Pitts commented, this benchmark is covered, and all examples of solving different types of inequalities required by the Benchmark Clarifications are included. Therefore, we request that the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).</p>                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                      |                                                                                                                                    |                                                                                                                                                                                                                                            |                                                   |
| <p><b>MA.7.AR.3.2</b> Apply previous understanding of ratios to solve real-world problems involving proportions.</p> <p><b>Example:</b> Scott is mowing lawns to earn money to buy a new gaming system and knows he needs to mow 35 lawns to earn enough money. If he can mow 4 lawns in 3 hours and 45 minutes, how long will it take him to mow 35 lawns? Assume that he can mow each lawn in the same amount of time.</p> <p><b>Example:</b> Ashley normally runs 10-kilometer races which is about 6.2 miles. She wants to start training for a half-marathon which is 13.1 miles. How many kilometers will she run in the half-marathon? How does that compare to her normal 10K race distance?</p> | <p>4</p> <p>real world problems involving proportional relationships are used-time and money, speed, and recipes</p> | <p>3</p> <p>Ratios are more tied to percent problems rather than proportion problems (although proportions are used to solve).</p> | <p>3</p> <p>The highlighted lessons only expose students to using proportions to solve real-world problems involving percentages. I would think there should be questionings involving proportions that do not pertain to percentages.</p> | <p>5</p> <p>This standard is taught very well</p> |
| <p><b>12</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                      |                                                                                                                                    |                                                                                                                                                                                                                                            |                                                   |

-4, and 3-5. Two reviewers suggest that the course does not address non-percent problems (see link in Column D) in which students apply proportions to solve a wide variety of problems (see link in Column E).  
 The score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).

|    | D                                                                         | E                            | F   | G | H | I | J | K |
|----|---------------------------------------------------------------------------|------------------------------|-----|---|---|---|---|---|
| 11 |                                                                           |                              | N/A |   |   |   |   |   |
| 12 | <a href="#">Lesson 2-5 Apply Proportional Reasoning To Solve Problems</a> | <a href="#">Topic Review</a> | N/A |   |   |   |   |   |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | B   |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 13 | <p><b>MA.7.AR.3.3</b> Solve mathematical and real-world problems involving the conversion of units across different measurement systems.</p> <p>Clarification 1: Problem types are limited to length, area, weight, mass, volume and money.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | N/A |
| 14 | <p><b>MA.7.AR.4.4</b> Given any representation of a proportional relationship, translate the representation to a written description, table or equation.</p> <p>Example: The written description, there are 60 minutes in 1 hour, can be represented as the equation <math>m=60h</math>.</p> <p>Example: Gina works as a babysitter and earns \$9 per hour. She would like to earn \$100 to buy a new tennis racket. Gina wants to know how many hours she needs to work. She can use the equation <math>h=19e</math>, where <math>e</math> is the amount of money earned, <math>h</math> is the number of hours worked and 19 is the constant of proportionality.</p> <p>Benchmark Clarifications:<br/> Clarification 1: Given representations are limited to a written description, graph, table or equation.<br/> Clarification 2: Instruction includes equations of proportional relationships in the form of <math>y=px</math>, where <math>p</math> is the constant of proportionality.</p> | N/A |

| Benchmark                                                                                                                                                                                                                                              | Grade 7 Reviewer 1 (Champion)                                                  | Grade 7 Reviewer 2 (Pitts) | Grade 7 Accelerated Review                                | Grade 7 Accelerated Review |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------|-----------------------------------------------------------|----------------------------|
| <p><b>MA.7.AR.3.3</b> Solve mathematical and real-world problems involving the conversion of units across different measurement systems.</p> <p><u>Clarification 1:</u> Problem types are limited to length, area, weight, mass, volume and money.</p> | 2                                                                              | 4                          | 5                                                         | 5                          |
| <p>Concept related to proportional relationships—only lengths and weight, and mass are used. Area, volume and money are left out. A few pages address capacity which is not in the clarifications.</p>                                                 | <p>Benchmark is covered well and is connected to previously learned skill.</p> | <p>Metric conversions</p>  | <p>Really good discourse supports embedded in the TE.</p> |                            |

13 request that the score of 2 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good Alignment).

| Benchmark                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Grade 7 Reviewer 1 (Champion)                                                                                                                | Grade 7 Reviewer 2 (Pitts)                  | Grade 7 Accelerated Review                                              | Grade 7 Accelerated Review |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|-------------------------------------------------------------------------|----------------------------|
| <p><b>MA.7.AR.4.4</b> Given any representation of a proportional relationship, translate the representation to a written description, table or equation.</p> <p><u>Example:</u> The written description, there are 60 minutes in 1 hour, can be represented as the equation <math>m=60h</math>.</p> <p><u>Example:</u> Gina works as a babysitter and earns \$9 per hour. She would like to earn \$100 to buy a new tennis racket. Gina wants to know how many hours she needs to work. She can use the equation <math>h=19e</math>, where <math>e</math> is the amount of money earned, <math>h</math> is the number of hours worked and 19 is the constant of proportionality.</p> <p><b>Benchmark Clarifications:</b></p> <ul style="list-style-type: none"> <li>Clarification 1: Given representations are limited to a written description, graph, table or equation.</li> <li>Clarification 2: Instruction</li> </ul> | 4                                                                                                                                            | 3                                           | 5                                                                       | 5                          |
| <p>Ample opportunities to explore and practice translating proportional representations into written descriptions, tables or equations. Converting units are embedded in this skill.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Benchmark is covered: it is dispersed throughout ratio and proportion lessons and connected to other ratio and proportion benchmarks.</p> | <p>Translate proportional relationships</p> | <p>Good variety of examples matching B1G-M Instructional Strategies</p> |                            |

viewer comments, lack of any noted deficiencies, and the “ample opportunities to explore and request that the score of 3 be reconsidered and improved to a 4 (Good Alignment) or 5 (Very Good

|    | D                                                                                                                                                       | E | F   | G | H | I | J | K |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----|---|---|---|---|---|
| 13 | Lesson 2-4 (includes problems on area, volume, and money). See the <a href="#">Try It!</a> , <a href="#">Example 3</a> , and <a href="#">Item #11</a> . |   | N/A |   |   |   |   |   |
| 14 |                                                                                                                                                         |   | N/A |   |   |   |   |   |



|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | B   |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 15 | <p><b>MA.7.DP.2.4</b> Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.</p> <p>Clarification 1: Instruction includes representing probability as a fraction, percentage or decimal.</p> <p>Clarification 2: Instruction includes recognizing that experimental probabilities may differ from theoretical probabilities due to random variation. As the number of repetition increases experimental probabilities will typically better approximate the theoretical probabilities.</p> <p>Clarification 3: Experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner.</p> | N/A |
| 16 | <p><b>MA.7.GR.1.1</b> Apply formulas to find the areas of trapezoids, parallelograms and rhombi.</p> <p>Clarification 1: Instruction focuses on the connection from the areas of trapezoids, parallelograms and rhombi to the areas of rectangles or triangles.</p> <p>Clarification 2: Within this benchmark, the expectation is not to memorize area formulas for trapezoids, parallelograms and rhombi.</p>                                                                                                                                                                                                                                                                                                                                           | N/A |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>includes equations of proportional relationships in the form of <math>y=px</math>, where <math>p</math> is the constant of proportionality.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>1</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>MA.7.DP.2.4</b> Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.</p> <p><u>Clarification 1:</u> Instruction includes representing probability as a fraction, percentage or decimal.</p> <p><u>Clarification 2:</u> Instruction includes recognizing that experimental probabilities may differ from theoretical probabilities due to random variation. As the number of repetition increases experimental probabilities will typically better approximate the theoretical probabilities.</p> <p><u>Clarification 3:</u> Experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner</p> | <p>3</p> <p>4</p> <p>5</p> <p>5</p> <p>3. Pitts comments that the “instruction does a good job of explaining how to compare and “taught well.” Ms. Champion mentions that one aspect of one clarification (“random all aspects of the benchmark and its clarifications are addressed, we request that the score of 3 be</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>MA.7.GR.1.1</b> Apply formulas to find the areas of trapezoids, parallelograms and rhombi.</p> <p><u>Clarification 1:</u> Instruction focuses on the connection from the areas of trapezoids, parallelograms and rhombi to the areas of rectangles or triangles.</p> <p><u>Clarification 2:</u> Within this benchmark, the expectation is not to memorize area formulas for trapezoids, parallelograms and rhombi.</p>                                                                                                                                                                                                                                                                                                                                                 | <p>Grade 7 Reviewer 1 (Champion) 4</p> <p>Grade 7 Reviewer 2 (Pitts) 3</p> <p>Grade 6 Accelerated Review 4</p> <p>Grade 6 Accelerated Review 4</p> <p>Connects the area of rhombi, parallelograms, and trapezoids to that of rectangles and squares.</p> <p>Formulas are derived from previously learned formulas; there could be some confusion with the trapezoid formula because it is derived from a parallelogram in one part of the lesson, but then decomposed into a rectangle and two triangles in another part of</p> <p>The highlighted lessons align completely to the benchmark, however, I would have liked to see additional practice problems for this benchmark.</p> <p>This standard is taught well</p> <p>hat the content “aligns completely” and another adding that it is “taught well.” Ms. Pitts ea formulas, but this is, in fact, the point of Clarification 1. This connection to the areas of t enVision Florida B.E.S.T. Mathematics Grade 7 fully aligns to the expectations of this Alignment) or 5 (Very Good Alignment).</p> |



|    | D                                                          | E | F   | G | H | I | J | K |
|----|------------------------------------------------------------|---|-----|---|---|---|---|---|
| 15 | <a href="#">Example of Clarification 2 (see Example 2)</a> |   | N/A |   |   |   |   |   |
| 16 |                                                            |   | N/A |   |   |   |   |   |

|    | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | B   |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 17 | <p><b>MA.7.GR.1.2</b> Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.</p> <p><u>Clarification 1:</u> Within this benchmark, the expectation is not to find areas of figures on the coordinate plane or to find missing dimensions.</p>                                                                                                                                                                                     | N/A |
| 18 | <p><b>MA.7.GR.2.2</b> Solve real-world problems involving surface area of right circular cylinders.</p> <p><u>Clarification 1:</u> Within this benchmark, the expectation is not to memorize the surface area formula for a right circular cylinder or to find radius as a missing dimension.</p> <p><u>Clarification 2:</u> Solutions may be represented in terms of pi (<math>\pi</math>) or approximately.</p>                                                                                                              | N/A |
| 19 | <p><b>MA.7.NSO.1.1</b> Know and apply the Laws of Exponents to evaluate numerical expressions, and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.</p> <p><u>Clarification 1:</u> Instruction focuses on building the Laws of Exponents from specific examples. Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents.</p> <p><u>Clarification 2:</u> Problems in the form <math>a^m \cdot a^n = a^p</math> must result in a whole-number value for p.</p> | N/A |
| 20 | <p><b>MA.7.NSO.2.1</b> Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.</p> <p><u>Clarification 1:</u> Multi-step expressions are limited to 6 or fewer steps.</p>                                                                                                                                                                                                                                                | N/A |

|                                                                                                                                                                        |                                                                                                             |                                                                                                                                |                                                                                                                                                           |                              |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--|
|                                                                                                                                                                        |                                                                                                             | the lesson.                                                                                                                    |                                                                                                                                                           |                              |  |
| <b>Benchmark</b>                                                                                                                                                       | <b>Reviewer 1 (Champion)</b>                                                                                | <b>Reviewer 2 (Pitts)</b>                                                                                                      | <b>Accelerated Review</b>                                                                                                                                 | <b>Accelerated Review</b>    |  |
| <b>MA.7.GR.1.2</b> Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals. | 3                                                                                                           | 3                                                                                                                              | 4                                                                                                                                                         | 5                            |  |
| <b>Clarification 1:</b> Within this benchmark, the expectation is not to find areas of figures on the coordinate plane or to find missing dimensions.                  | Students are expected to find the area of composite figures; however, few real work problems are presented. | I feel that the lesson needs to start off with less complex figures, then move into more complex as students feel comfortable. | The large majority of problems included in this lesson are mathematical rather than real-world. I would have liked to see a more even balance of the two. | This standard is taught well |  |

17 or 5 (Very Good Alignment).

enchmark. Although Ms. Champion notes that few real-world problems are presented, they (E).  
 ies in the alignment or coverage of the Benchmark. The content of *enVision B.E.S.T.*, e, we request that the score of 3 be reconsidered and improved to a 4 (Good Alignment)

|                                                                                                    |                                      |                                             |                                   |                                   |
|----------------------------------------------------------------------------------------------------|--------------------------------------|---------------------------------------------|-----------------------------------|-----------------------------------|
| <b>Benchmark</b>                                                                                   | <b>Grade 7 Reviewer 1 (Champion)</b> | <b>Grade 7 Reviewer 2 (Pitts)</b>           | <b>Grade 7 Accelerated Review</b> | <b>Grade 7 Accelerated Review</b> |
| <b>MA.7.GR.2.2</b> Solve real-world problems involving surface area of right circular cylinders.   | 4                                    | 3                                           | 5                                 | 5                                 |
| <b>Clarification 1:</b> Within this benchmark, the expectation is not to memorize the surface area | Real world problems are used.        | The examples given use real world problems; | SA cylinders                      | Good problem set of real world    |

states that the examples given use real world problems, Ms. Champion agrees, and a Grade applications.” Ms. Pitts expresses a desire “for more practice problems,” but this is a the full *enVision Florida B.E.S.T. Mathematics Grade 7* course provides numerous additional *enVision Florida B.E.S.T. Mathematics Grade 7* fully aligns to the expectations of this (ment) or 5 (Very Good Alignment).

|                                                                                                                                                                                                        |                                                               |                                                                                     |                                   |                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------|------------------------------------------------------|
| <b>Benchmark</b>                                                                                                                                                                                       | <b>Grade 7 Reviewer 1 (Champion)</b>                          | <b>Grade 7 Reviewer 2 (Pitts)</b>                                                   | <b>Grade 7 Accelerated Review</b> | <b>Grade 7 Accelerated Review</b>                    |
| <b>MA.7.NSO.1.1</b> Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases. | 4                                                             | 3                                                                                   | 5                                 | 5                                                    |
| <b>Clarification 1:</b> Instruction focuses on building the Laws of Exponents from specific examples. Refer to                                                                                         | Provides lots of opportunities to apply the laws of exponents | Instruction focuses on building the laws, I feel that the laws should be spread out | law of exponents                  | Good integration of error analysis into the lessons. |

ent or coverage of this Benchmark. The content of *enVision B.E.S.T. Florida Mathematics* and therefore, we request that the score of 3 be reconsidered and improved to a 4 (Good

|                                                                                           |                                      |                                   |                                   |                                   |
|-------------------------------------------------------------------------------------------|--------------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| <b>Benchmark</b>                                                                          | <b>Grade 7 Reviewer 1 (Champion)</b> | <b>Grade 7 Reviewer 2 (Pitts)</b> | <b>Grade 6 Accelerated Review</b> | <b>Grade 6 Accelerated Review</b> |
| <b>MA.7.NSO.2.1</b> Solve mathematical problems using multi-step order of operations with | 3                                    | 3                                 | 4                                 | 5                                 |

problems include grouping symbols, whole number exponents, and absolute value as required ifications.  
 stify a rating of 3. Ms. Pitts expresses a preference for additional extension; these *Mathematics Grade 7* fully aligns to the expectations of this Benchmark and we request that

|    | D                                                             | E                                                                       | F   | G | H | I | J | K |
|----|---------------------------------------------------------------|-------------------------------------------------------------------------|-----|---|---|---|---|---|
| 17 | <a href="#">Example of Real World Problem (see Example 2)</a> | <a href="#">Examples of Real World Problems (see Items #10 and #12)</a> | N/A |   |   |   |   |   |
| 18 |                                                               |                                                                         | N/A |   |   |   |   |   |
| 19 |                                                               |                                                                         | N/A |   |   |   |   |   |
| 20 |                                                               |                                                                         | N/A |   |   |   |   |   |

|    | A                                                                                                                                                                                             | B   |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|    | <b>MA.7.NSO.2.3</b> Solve real-world problems involving any of the four operations with rational numbers.                                                                                     | N/A |
| 21 | Clarification 1: Instruction includes using one or more operations to solve problems.<br><b>MA.K12.MTR.1.1</b> Actively participate in effortful learning both individually and collectively. | N/A |
| 22 | (continued)                                                                                                                                                                                   |     |
| 23 |                                                                                                                                                                                               |     |
| 24 | <b>MA.K12.MTR.2.1</b> Demonstrate understanding by representing problems in multiple ways.                                                                                                    | N/A |
| 25 | <b>MA.K12.MTR.4.1</b> Engage in discussions that reflect on the mathematical thinking of self and others.                                                                                     | N/A |
| 26 | <b>MA.K12.MTR.6.1</b> Assess the reasonableness of solutions.                                                                                                                                 | N/A |
| 27 | <b>MA.K12.MTR.7.1</b> Apply mathematics to real-world contexts.                                                                                                                               | N/A |
| 28 |                                                                                                                                                                                               |     |
| 29 |                                                                                                                                                                                               |     |
| 30 |                                                                                                                                                                                               |     |
| 31 |                                                                                                                                                                                               |     |
| 32 |                                                                                                                                                                                               |     |
| 33 |                                                                                                                                                                                               |     |
| 34 |                                                                                                                                                                                               |     |
| 35 |                                                                                                                                                                                               |     |
| 36 |                                                                                                                                                                                               |     |





|    | D                                                                                                   | E                                                             | F   | G | H | I | J | K |
|----|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-----|---|---|---|---|---|
| 21 | Examples of Real World Problems (see Examples 1 and 2)                                              | Examples of Real World Problems (see items #12, #13, and #14) | N/A |   |   |   |   |   |
| 22 | Example of Exploratory Activity That Occurs in Every Lesson                                         |                                                               | N/A |   |   |   |   |   |
| 23 | Math Thinking and Reasoning Handbook (Student)                                                      | Math Thinking and Reasoning Handbook (Teacher)                | N/A |   |   |   |   |   |
| 24 |                                                                                                     |                                                               | N/A |   |   |   |   |   |
| 25 | Lesson 2-1 Example (see Thinking and Reasoning, Convince Mel, Do You Understand?, Do You Know How?) |                                                               | N/A |   |   |   |   |   |
| 26 | Examples of Check for Reasonableness (see pages 11, 15, and 16)                                     |                                                               | N/A |   |   |   |   |   |
| 27 | Examples of Real World Contexts                                                                     | Examples of Real World Contexts                               | N/A |   |   |   |   |   |
| 28 |                                                                                                     |                                                               |     |   |   |   |   |   |
| 29 |                                                                                                     |                                                               |     |   |   |   |   |   |
| 30 |                                                                                                     |                                                               |     |   |   |   |   |   |
| 31 |                                                                                                     |                                                               |     |   |   |   |   |   |
| 32 |                                                                                                     |                                                               |     |   |   |   |   |   |
| 33 |                                                                                                     |                                                               |     |   |   |   |   |   |
| 34 |                                                                                                     |                                                               |     |   |   |   |   |   |
| 35 |                                                                                                     |                                                               |     |   |   |   |   |   |
| 36 |                                                                                                     |                                                               |     |   |   |   |   |   |

**From:** Danna Jankowski <djankowski@acceleratelearning.com>

**Sent:** Wednesday, November 03, 2021 1:58 PM EDT

**To:** Baumbach, Amber; Hamilton, Lauren; Seeds, Cathy

**Subject:** Science Adoption Updates

Good afternoon,

Hope this email finds you well.

I am reaching out to you today about the upcoming science adoption for Florida. In an effort to not take up too much of your time, I was hoping you would be able to assist me by answering the following questions. If there is someone else who I should direct my questions to, please let me know and I will gladly do so.

1. Is the science adoption still scheduled for 2022-2023?
2. Are the standards changing? If so, when?
3. When can we anticipate the adoption announcement to occur?
4. When can we anticipate materials being submitted?
5. When would sample materials be due?

Your time and assistance is greatly appreciated.

Kind regards,

---

**Danna Jankowski**

*Manager, Adoptions & RFPs*

**Accelerate Learning, Inc.**

**p:** (281) 833-4559

**a:** 5177 Richmond Ave., Suite 800, Houston, TX 77056

**w:** [stemscopes.com](http://stemscopes.com) **e:** [djankowski@acceleratelearning.com](mailto:djankowski@acceleratelearning.com)

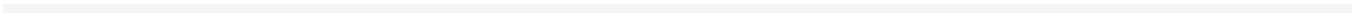


**From:** Tanner Wilcox <tanner.wilcox@mheducation.com>  
**Sent:** Monday, April 04, 2022 9:57 AM EDT  
**To:** Commissioner  
**Subject:** Share Your Plans to Lock In Free Summer Access

## An important notice from Achieve3000



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**From:** Tanner Wilcox <tanner.wilcox@mheducation.com>  
**Sent:** Tuesday, May 10, 2022 2:15 PM EDT  
**To:** Commissioner  
**Subject:** Share Your Plans to Lock In Free Summer Access

An important notice from Achieve3000



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**From:** Rachel Powers-Scanga <rachel.scanga@savvas.com>

**Sent:** Thursday, November 11, 2021 8:50 AM EST

**To:** Seeds; Cathy

**Subject:** Social Studies Specifications

Good Morning Cathy,

Do you have an anticipated release date for the Social Studies adoption specifications?

Our teams have been working from the new CPalms course descriptions of course, but have been asking what the expectations are for including character ed.

Thanks so much.

Rachel

## Rachel Powers-Scanga

Director of Sales, FL

**Savvas Learning Company**

Phone: (813) 838-4532

[savvas.com](https://www.savvas.com) | [@savvaslearning](https://twitter.com/savvaslearning)



**From:** Savvas Learning Company <communications@savvas.com>  
**Sent:** Thursday, December 09, 2021 1:21 PM EST  
**To:** Oliva; Jacob  
**Subject:** Social Studies That Supports ELA Instruction. Request a Sample>

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## A Tale of Two Beverages

Read the passage, and answer the questions that follow.

- A very, very long time ago in a land far, far away. . . . Actually, the time was 2737 BC in China. Emperor Shen Nung was waiting for water to boil to make it safe for drinking. Leaves from a plant floated down and landed in the pot. Shen Nung drank the liquid flavored by the leaves of the *Camellia sinensis* plant, and thereby invented tea. Tea became a traditional Chinese beverage through the Han and Tang dynasties. Buddhist monks introduced tea to Japan, where people performed beautiful tea ceremonies before drinking the beverage. Dutch and Portuguese explorers in Asia brought tea leaves back to Europe as gifts in the late 1500s.
- Once upon a time there was a lonely goatherd. . . . Actually, the time was centuries ago on the Ethiopian plateau. A goatherd named Kaldi noticed that his goats seemed super-energized and couldn't sleep after eating the red berries from a certain plant. Kaldi went to the local monastery and told the abbot about his goats. The abbot brewed a drink of the berries and remained awake during the long night's prayers. Word of the special drink spread. By the 1500s, people grew and traded coffee throughout the Arabian peninsula, Persia (now Iran), Egypt, Syria, and Turkey. Coffeehouses called *qahveh khaneh* served what some called the "wine of Araby." European travelers brought word of the dark beverage back home with them.
- This is where the two stories blend. By the 17th century, coffee had arrived in Europe, where it was becoming a popular drink. Some people saw coffee as the "bitter invention of Satan." Only when Pope Clement VIII sampled the brew and called it delicious did people's minds change. Coffee began to replace the standard breakfast beverages of beer and wine. Coffeehouses became popular meeting places for intellectual and social gatherings across Europe. By the mid-1600s, London had 300 coffeehouses.





## Math Story

4 London coffeehouses were responsible for introducing tea to the British public. At first, the English weren't open to trying the beverage that today is considered their national drink. Then, in 1662, King Charles II married Catherine of Braganza from Portugal. The new queen loved tea, and so it became fashionable in the British court. By 1700, more than 500 coffeehouses sold it. By 1750, tea had also become the favored drink of Britain's lower classes.



- 5 As the British colonized North America, tea was the nonalcoholic drink of choice. Great Britain placed heavy taxes on tea, both in England and in the British colonies. People started smuggling tea to avoid the taxes. By the late 1700s, tea smuggling was an organized crime. It's estimated that more tea was smuggled into England during these years than was brought in legally. In 1783, a new prime minister, William Pitt the Younger, was elected. Pitt reduced tea taxes, and smuggling stopped virtually overnight.
- 6 In the 1600s, many Dutch natives inhabited the city of New Amsterdam, today's New York City. They introduced *koffie* to the 13 colonies, launching its competition with tea. In 1714, the mayor of New Amsterdam presented a gift of a young coffee plant to King Louis XIV of France. The king placed the plant in the Royal Botanical Gardens in Paris. Cuttings and seeds from that plant were taken to start coffee plantations in French colonies in the Caribbean Islands and in Central and South America. Great Britain had tea plantations in their colonies in India, Africa, and South America. In 1773, before the start of the American Revolution, the high tea taxes imposed by Great Britain on North American colonists caused them to revolt. Their drinking preference became coffee. Thomas Jefferson called coffee "the favorite drink of the civilized world."



7. Compare tea and coffee by the numbers:

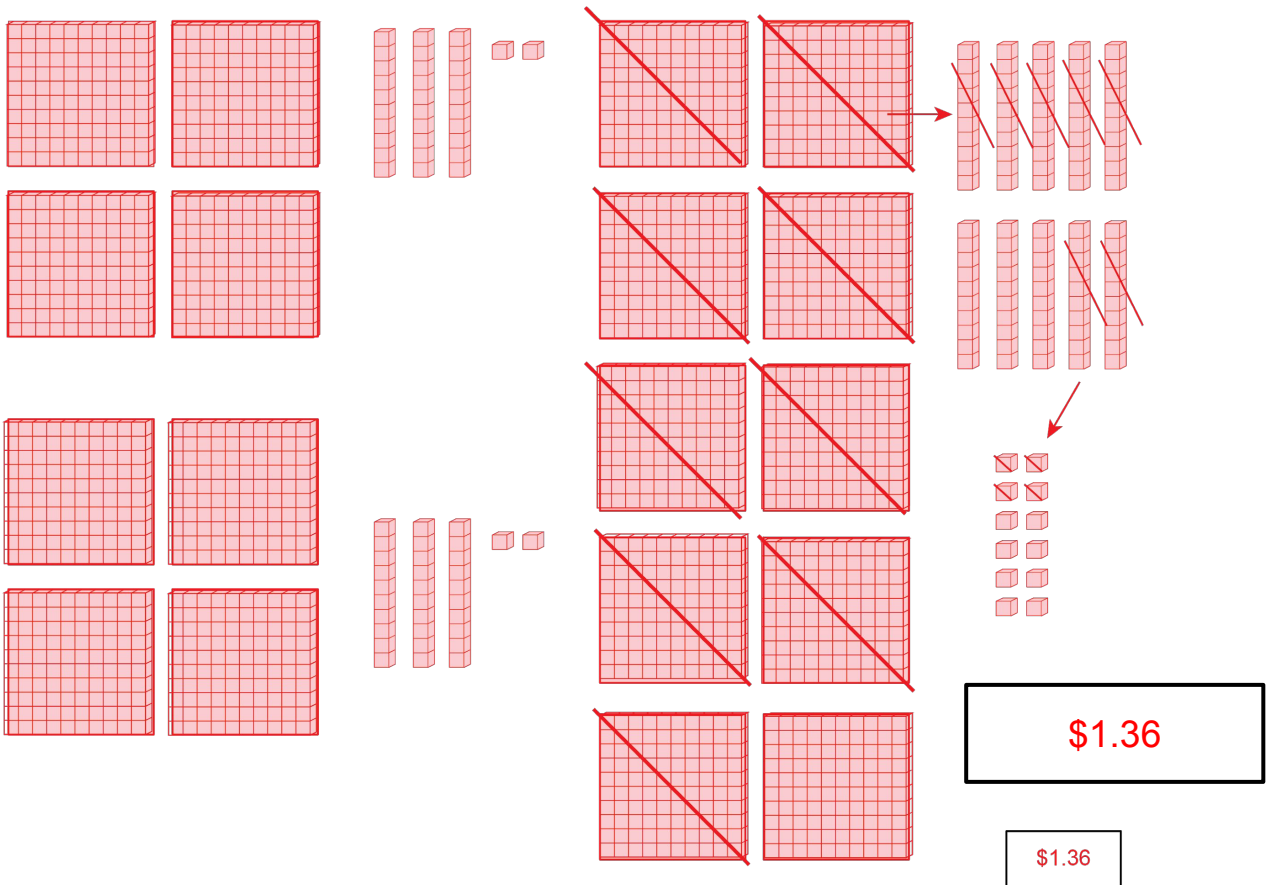
- One 8-ounce cup of black coffee has 1 calorie. The same amount of plain tea has 2 calories.
- A 6-ounce serving of tea contains 40 mg of caffeine. A 6-ounce serving of regular coffee contains 95 mg of caffeine.
- One pound of tea will make 200 6-ounce cups, while the same amount of roasted coffee makes 48 6-ounce cups.
- One teaspoon of tea can be brewed for one 6-ounce serving; 2 tablespoons of coffee can be brewed for one 8-ounce serving.
- A tea plant matures to **produce** leaves after 5 years and can live for more than 100 years. A coffee tree matures at 5 years as well, but it produces fruit for only 50 years.
- One pound of Earl Grey tea is \$24.80; 1 pound of Kona Hawaiian coffee is \$19.95.

8 Tea and coffee have inspired songs and books. Countries and regions have fought wars over them. Both tea and coffee can inspire strong emotions, such as undying love or absolute dislike. Many adults feel that they can't start their day without a cup of coffee. Some believe that the American South couldn't survive without sweet tea. And here ends the tale of two beverages.



Use information from the story to answer each question below.

- If a pound of tea costs \$10.00, and it has to be shared between two people, how much money does each person need to bring to cover the cost?
  - \$5.50
  - \$2.00
  - \$5.00**
  - \$0.50
- If you buy two pounds of coffee at \$4.32 each and you pay with a \$10.00 bill, how much money do you receive in return? Draw a model to determine the answer.



- Which choice best defines the word **produce** in paragraph 7?
  - Vegetables
  - To cause something to happen
  - To move forward in a situation
  - To grow, create, or manufacture**





4. Tommy wants to save enough money to buy his mother 2 pounds of Earl Grey, her favorite type of tea. If he saved \$22.55 the first week, how much would he need to save the second week to buy his mother the tea?

\$27.05

5. This question has two parts. First answer part A, and then answer part B.

**Part A:** What inference can you make about reducing tea taxes?

- A. *After tea taxes were reduced, smuggling basically stopped.*
- B. The act of reducing tea taxes was performed by all Europeans working together.
- C. Reducing tea taxes did not affect many people.
- D. A great deal of smuggling continued even though tea taxes were reduced.

**Part B:** Which of the following sentences from the passage best supports your answer to part A?

- A. *Great Britain placed heavy taxes on tea both in England and in the British colonies.*
- B. *It's estimated that more tea was smuggled into England during these years than was brought in legally.*
- C. *By 1750, tea had also become the favored drink of Britain's lower classes.*
- D. *William Pitt the Younger reduced tea taxes, and smuggling stopped virtually overnight.*



# Math Story

6. Arrange the events in the order they occurred by numbering them 1 to 8.

- 5 King Charles II married the tea-loving Portuguese princess Catherine of Braganza.
- 1 Emperor Shen Nung enjoyed an accidental cup of tea.
- 7 Colonists switched from drinking tea to drinking coffee because of taxes.
- 4 Pope Clement VIII found coffee quite tasty.
- 6 King Louis XIV was presented with a coffee plant by the mayor of New Amsterdam.
- 2 Kaldi was bewildered by his hyperactive goats.
- 8 William Pitt the Younger swiftly ended tea smuggling by reducing tea taxes.
- 3 Coffee was grown and traded throughout the Arabian peninsula, Persia (now Iran), Egypt, Syria, and Turkey.

7. John drinks four 6-ounce cups of coffee a day, and Macy drinks six 6-ounce cups of tea a day. John says that Macy takes in more caffeine a day than he does, but Macy claims that John takes in more caffeine each day than she does. Who is correct?

- A. John is correct, because he takes in 240 mg of caffeine and Macy takes in 380 mg of caffeine a day.
- B. Macy is correct, because she takes in 12 mg of caffeine and John takes in 24 mg of caffeine a day.
- C. John is correct, because he takes in 24 mg of caffeine a day and Macy takes in 36 mg of caffeine a day.
- D. Macy is correct, because she takes in 240 mg of caffeine a day and John takes in 380 mg of caffeine a day.



## Math Story

8. A coffee shop is trying to complete inventory for next month's order. Last month, they ordered 5 pounds of Earl Grey tea. This month, they plan to order 8 pounds. What will the difference in cost between the two orders?
- A. \$109.56  
 B. \$13.00  
 C. \$322.40  
**D. \$74.40**
9. A study was released comparing two coffee shops on the same street in London and their earnings over the same time period.

| Coffee Shop    | February   | March      | April      |
|----------------|------------|------------|------------|
| Common Grounds | \$1,078.53 | \$998.39   | \$1,189.24 |
| Warm Cuppa     | \$976.42   | \$1,000.98 | \$1,245.63 |

What were the total earnings for each coffee shop over the three-month period in the table above?

- A. **Common Grounds earned \$3,266.16; Warm Cuppa earned \$3,223.03.**  
 B. Common Grounds earned \$3,976.16; Warm Cuppa earned \$3,223.03.  
 C. Common Grounds earned \$3,266.16; Warm Cuppa earned \$3,222.04.  
 D. Common Grounds earned \$3,066.16; Warm Cuppa earned \$2,323.03.
10. Using the table above, which coffee shop earned more money during this three-month period, and how much more? Explain your reasoning.  
**Common Grounds earned more money than Warm Cuppa.**  
 $\underline{\$3266.16 - \$3223.03 = \$43.13}$   
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## A Saturday Well Spent

Read the passage, and answer the questions that follow.

- 1 April and Zach love working at their father's animal hospital on weekends. There are always many things to do because Saturday is the busiest day at the clinic. Clinic staff arrive early to get everything ready to open at 8:00 a.m. Even though their Dad doesn't schedule surgeries on weekends, there can still be emergencies.
- 2 The first thing April and Zach do is walk the dogs, whether the dogs are patients or boarders. Dogs that are boarded for the weekend get long walks outside. The dogs' cages are cleaned while the dogs are out, and breakfast is waiting for them when they get back.
- 3 Next on the list is cleaning out the cats' cages and feeding them. April and Zach take turns each Saturday cleaning the litter boxes. There can be other animals to take care of, too. Frequently there are rabbits, birds, and lizards to clean up after and feed. Sometimes patients include snakes, squirrels, and even skunks.
- 4 The cleaning continues with washing the towels and blankets in the laundry, as well as mopping the floors and cleaning all the surfaces in the patient rooms. Everything needs to be sparkling clean before the first patients arrive. Zach helps fill the shelves with cat and dog food while April puts new magazines in the waiting area and throws away the old ones.
- 5 April is always excited to see the animals as they arrive. She helps weigh them and shows the owners to a patient room. Her favorite days are when an owner comes in with a basket of kittens or a box of puppies for their first checkup. The toughest days are when an animal is badly hurt. April sometimes cries with the owners.





# Math Story

6 Zach helps with the examinations and treatments. He is going to college next year. He will need four years of college and then four years of veterinarian school to become an animal doctor.

Zach wants to become a large-animal vet, working with cows and horses. His father's clinic treats only small animals, but Zach thinks

working with animals of any size will help him become a good veterinarian.



7 April doesn't know if she wants to work at the clinic full-time. While she loves animals, she doesn't like to see them hurting. She also discovered she doesn't have a strong stomach. When the animals get sick or have their bandages changed, April gets very nauseous. She figures it is bad enough cleaning up an animal's mess, let alone cleaning up her own.

8 April spends much of her Saturdays in the section of the clinic where they keep the animals that are **boarded**. April knows they are lonely without their owners, so she likes to pet and hold the cats and play with the dogs in the yard. The animals always seem happier after a visit from April. It makes April happier, too.

9 This Saturday has been fun. The first patient of the day was Maximo, a Yorkie that was there to have his nails clipped. He weighed only 2.9 pounds and was full-grown. The next patient was a 6-week-old Saint Bernard puppy called Roscoe that already weighed 13.2 pounds. Roscoe was there for his shots. April's father told her that Roscoe would probably weigh 55 pounds by the time he was 4 months old. Saint Bernards can weigh well over 150 pounds by the time they are 2 years old.

10 The day was full of meowing cats, barking dogs, and an African gray parrot that mimicked every sound he heard. Everyone laughed when the parrot started making the sound of the ringing telephones. After the late-afternoon walks and the evening feedings, April, Zach, and their father went home tired but happy after a good day at the clinic.



Use the price tables below to answer questions 1–3.

| Services       | Prices   |
|----------------|----------|
| Wellness visit | \$30.00  |
| Nail clipping  | \$10.25  |
| Ear cleaning   | \$12.95  |
| Dental package | \$195.95 |
| Deworming      | \$12.95  |
| Rabies vaccine | \$15.00  |

| Boarding     | Prices  |
|--------------|---------|
| Cat          | \$14.75 |
| Dog          | \$24.95 |
| Small animal | \$18.00 |
| Day care     | \$11.50 |

- Roscoe was at the clinic for a wellness visit that also included deworming and a rabies vaccine. What was the cost to his owner?
  - \$40.25
  - \$27.95
  - \$57.95**
  - \$57.59
- Mrs. Watson brought in her cat to be boarded for a long weekend. How much will it cost Mrs. Watson to board her cat?
  - \$14.75
  - \$54.00
  - \$74.85
  - \$44.25**
- Mr. Kirkpatrick brings Laddie, his Labrador, for day care 5 days a week. What does it cost him per week?
 

**\$57.50**

---



Use information from the story to answer each question below.

4. In paragraph 8, what does the word **boarded** mean?
- A Made of wood
  - B Got on a plane, boat, or train
  - C Paid to sleep and eat meals at someone's house
  - D **Temporary arrangement to keep a pet**
5. How would you feel about working at an animal hospital?  
**Accept any reasonable response with support.**
- 
- 
- 
- 
6. What is the main idea of this selection?
- A How April feels about animals
  - B The services a veterinary clinic provides
  - C **What goes on at an animal hospital**
  - D How Zach will go to veterinary college in 5 years
7. Roscoe gained 3.5 pounds his fifth week, 4.1 pounds the sixth week, 3.7 pounds the seventh week, and 3.9 pounds the eighth week. How much does Roscoe weigh after 8 weeks?
- A 16.7 pounds
  - B 20.8 pounds
  - C 24.5 pounds
  - D **28.4 pounds**
8. How much more did Roscoe weigh than Maximo at the office on Saturday?  
 Write the equation and solve.  
 **$13.2 - 2.9 = 10.3$  pounds**
-



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Tropical Storm Pakhar



Tropical Storm Pakhar formed on August 24, 2017, and dissolved on August 28, 2017. The areas affected included the Philippines, South China, Vietnam, and Thailand. The human populations of these countries were all affected in some way, whether it was from high winds, rain, flooding, power outages, or damage to homes.

The following chart shows the populations of some of the cities within these affected countries in 2017. The population is given in word form, expanded form, or standard form.

**Use the provided form to complete the rest of the chart.**

|                      | Word Form                                               | Expanded Form                             | Standard Form |
|----------------------|---------------------------------------------------------|-------------------------------------------|---------------|
| Taishan, China       | Nine hundred ninety-seven thousand ninety               | $900,000 + 90,000 + 7,000 + 90$           | 997,090       |
| Benquet, Philippines | Four hundred forty-six thousand two hundred twenty-four | $400,000 + 40,000 + 6,000 + 200 + 20 + 4$ | 446,224       |
| Vung Tau, Vietnam    | Five hundred twenty-seven thousand twenty-five          | $500,000 + 20,000 + 7,000 + 20 + 5$       | 527,025       |
| Chiang Mai, Thailand | One hundred twenty-seven thousand two hundred forty     | $100,000 + 20,000 + 7,000 + 200 + 40$     | 127,240       |





Use the  $<$ ,  $>$ , or  $=$  symbols to complete the comparison statements.

1. The population of Benquet  $<$  The population of Taishan
2. The population of Vung Tau  $>$  The population of Chiang Mai
3. The population of Chiang Mai  $<$  The population of Taishan
4. The population of Vung Tau  $>$  The population of Benquet



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# Invasive Species



Aquatic ecologists study the different species in water habitats. If one species is becoming invasive, they can work with the state to help keep habitats thriving. Ecologists often count how many of each organism is present in an area. In Chesapeake Bay, the blue catfish is considered an invasive species.

1. Ecologists counted how many blue catfish and how many native frogs were present in different areas of the Chesapeake Bay over 2 years.

Use the table below to find how many fish and frogs were found.

| Organism     | 2017                                                  | 2018                                                       |
|--------------|-------------------------------------------------------|------------------------------------------------------------|
| Blue catfish | $1,000 + 300 + 100 + 20 + 20 + 5 = \underline{1,445}$ | $20,000 + 7,000 + 500 + 200 + 60 + 1 = \underline{27,761}$ |
| Frogs        | $500 + 100 + 60 + 30 + 8 = \underline{698}$           | $100 + 40 + 10 + 5 + 2 = \underline{157}$                  |

**Add up the amount of catfish and frogs that the ecologists found.**

2. The number of blue catfish found in the bay in 2018 is about 30,000. If the population is not controlled, it could easily climb to 10 times that many. Write the number that is 10 times as many as 30,000. Explain how you found the number.

Ten times as many as 30,000 is 300,000. I know moving one place value to the left means the value is 10 times as many as the place value to the right. To find the number that is 10 times as many as 30,000, I had to move the 3 one place value to the left.



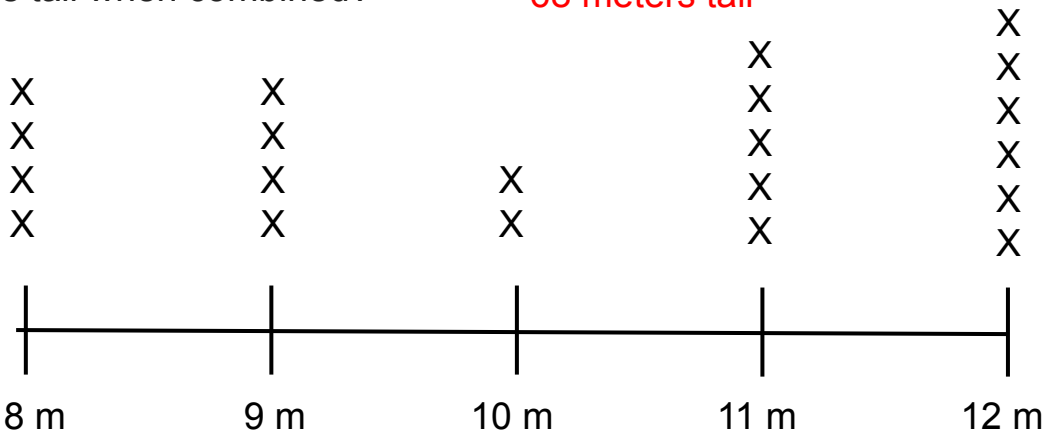
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# Sand Sculptures



The Burgas Sand Sculptures Festival brings in some of the best sand art masters in the world. Tourists come from all over to see Bulgaria's fascinating attraction, which began in 2008.

- The sand sculptures are made with a special rain-resistant sand, and the smaller sculptures start at 8 meters high. The line plot below shows the height of sandcastles in the competition. How tall are the sandcastles that are 8 and 9 meters tall when combined? **68 meters tall**



X = 1 sandcastle



2. What is the *mode* of the sand sculptures data in question 1?

12 meters

3. What is the *range* of the sand sculptures data in question 1?

$12 - 8 = 4$  meters

4. What is the *median* of the sand sculptures data in question 1?

11 meters

5. Write a question that uses the data from the line plot. Be sure that the question focuses on either adding or subtracting the measurements in the line plot.

Questions will vary.



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# Paid to Play Video Games



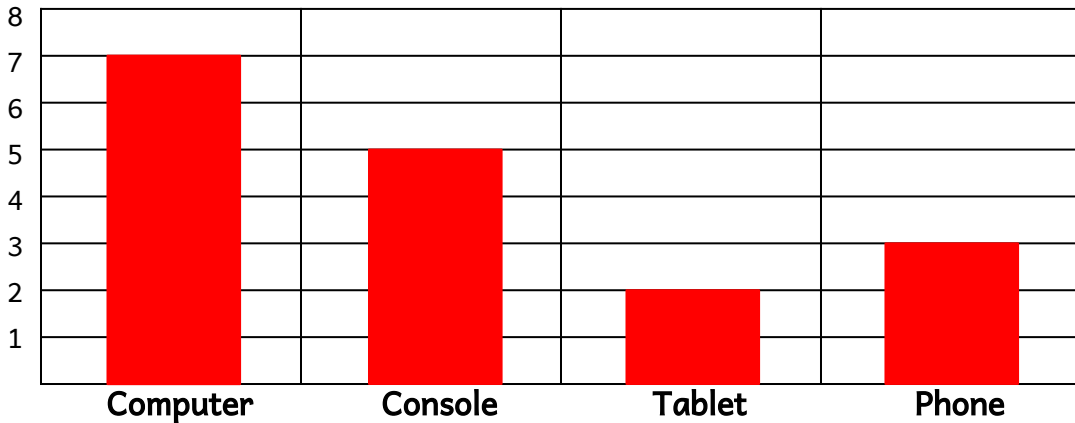
These students are playing the video game *League of Legends* with their collegiate teammates at Robert Morris University Illinois. The small, private university is providing scholarships for players of *League of Legends*, which has become one of the most popular games in organized team competitions nationwide. Robert Morris University Illinois is the first university to offer gaming scholarships for an online sport. Can you believe you can get paid to play video games?



The picture graph below shows the number of gamers on the collegiate team using different gaming devices.

| Device   | Number of Gamers                                                                   |
|----------|------------------------------------------------------------------------------------|
| Computer |  |
| Console  |   |
| Tablet   |   |
| Phone    |   |

1. Create a bar graph below to show the data.



Write a number sentence for questions 2 and 3 and solve the problem.

2. How many gamers play on a computer and a tablet?  $7 + 2 = 9$ .

3. How many more gamers used a console instead of a phone?  
 $5 - 3 = 2$

4. Write a question that could be answered using this data.  
Answers will vary. Examples may include the following: How many more gamers use a computer than a phone?



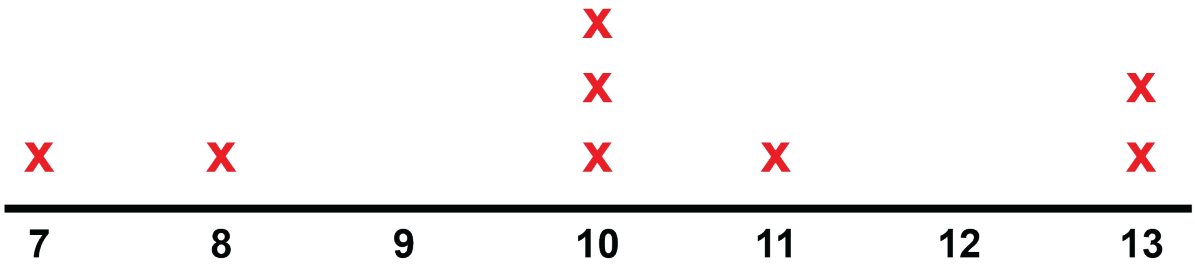
The tables below show the measurements of the devices that were used by gamers on the collegiate teams.

| The Solar Team |              |
|----------------|--------------|
| Device         | Length (in.) |
| Computer 1     | 13           |
| Console 1      | 11           |
| Tablet 1       | 10           |
| Phone 1        | 8            |

| The All-Stars Team |              |
|--------------------|--------------|
| Device             | Length (in.) |
| Computer 2         | 13           |
| Console 2          | 10           |
| Tablet 2           | 10           |
| Phone 2            | 7            |

5. Create a line plot to show the data from the table.

### Length of Devices



6. Which team had the shortest console? The All-Stars Team